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ABSTRACT

This program, included in "Effective Reading Programs...," began in 1969. Forty-five preschool-age children are receiving prereading and reading instruction, and parents of 100 other children are using the materials to teach their children at home. The New Approach Method is a series of 84 gamelike lessons, each of which is taped for a particular child by his or her learning partner. The first 36 lessons cover use of the tape recorder and prereading skills such as color recognition, spatial relationships, shapes, and cardinal and ordinal number concepts. The remaining lessons teach reading skills such as identification and printing of letters, consonant and vowel sounds, word families, and sight word recognition. Several concepts are usually combined in each lesson, and concepts are repeated and reviewed frequently. Accompanying each lesson is a series of worksheets that provide visual reinforcement for the taped lesson. By the way a child responds to instructions, the learning partner knows when the child has not understood a key concept. The learning partner can then reinforce the new lesson with supplementary activities, repeat prior lessons, or ask family members or school staff members for help in presenting the lesson.
(TO/AIR)

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Reading Finds A New Approach

Locally Devised Program
Builds Skill By Parent's Love

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By RAMONA SMITH

Staff Writer

Love, pride and learning to read. It's a good combination.

And the parents of nearly 250 Trenton children are watching that combination work in a federally funded program designed to give their children a head start on education.

The New Approach Method — operating in five learning centers and several dozen Trenton homes — is an experimental program. It's methods are being tested with the idea they can be used later by large numbers of children.

But that goal is not the main concern of parents who see their youngsters learning to recognize letters, read words and enjoy working at lessons.

Parents Themselves Give Boost

What the parents see is an early boost toward opportunity for youngsters, many of them from the inner city, who range in age from three years and eight months up to six years.

And in many cases, it's the parents themselves who are giving their children that boost.

Sometimes, the New Approach Method (NAM) is as simple as playing a game with a child. Parents in the program are shown that they can help teach their children by using common household objects and learning games.

The heavier part of the program involves the use of a tape recorder, which the children soon learn to operate and obey. On tape is a lesson specially recorded for each child, with his parent or teacher giving him instructions and calling him by name.

The program, which is preparing to enroll a new batch of children, currently maintains learning centers at the Black Cultural Center at 194 Brunswick Avenue, Union Baptist Church at Pennington and Reservoir, Mt. Zion Methodist Church at 137 Perry Street and Friendship Baptist Church at 111 Perry. A total of 105 preschool and kindergarten children are enrolled at these centers for either the morning or the afternoon.

In addition, about 70 parents are "learning partners" for their own children at home. And the NAM program is also being used with about 50 children at Our Lady of Divine Shepherd Day Care Center on Pennington Avenue.

Began In 1968 By Simms

These activities are all part of the current $221,000 third phase of the federally funded project, which got its start back in 1968 when Gregory and Patricia Simms were trying to help their first-grader with his reading.

The outspoken Simms has been a controversial figure in Trenton — as sensitivity training advocate and associate director of the former Community Action Training Institute, and as past president of the Cadwalader School PTA.

But Simms and his wife were facing no unusual situation when they began designing the NAM program in 1968. Like many youngsters, their son Christopher was having reading trouble — and like many parents, the Simms tried to help.

They found that Chris, then in first grade, had a fascination for the tape recorder and they began developing lessons that made use of both the recorder and their own personal relationship to Chris.

Forerunner Of Today's Program

The result was a series of reading lessons taught by his parents on tape. This is the same method now being used in about 70 Trenton homes as parents record lessons and youngsters play back the instructions and do the work.

At the centers, other "learning partners" work with the children whose parents aren't directly involved in the teaching. Every day each child has a chance at the tape recorder as he does his reading lesson and has his work checked by his learning partner.

The method, say Simms and his staff, provides individual attention. And the tape recorder allows each child to work at his own speed and to back up to hear something a second time if he doesn't catch it the first.

Another thing that's different about the NAM program is that "ordinary people," rather than professional educators, are doing the teaching. Simms and his staff recruit and train learning partners who are paid to help man the centers, as well as "learning helpers" who aid both the parents at home and the partners at the centers.

All Material Included

The NAM series now includes 80 lessons, about 30 of them in pre-reading skills and the rest in actual reading lessons. Each lesson includes the material to be taped, as well as a worksheet and activities for the child.

When he's finished with the program, a child is supposed to be able to read the Dr. Suess book,' "Green Eggs and Ham."

The materials were tested during two earlier phases of the federally-funded program, on children ranging from pre-school to second grade.

The current phase, restricted to children no farther along than kindergarten, got started last summer after several months of lapsed funding and uncertainty. During that time, the Simms were living in Rock Stream, N.Y., on a farm they still maintain along with a home on Trenton's Oak Lane.

Widened To All Who Want It

If an Educational Testing Service evaluation of the NAM program, now underway, shows the method to be as successful as Simms hopes it is, he wants to apply for a half-million-dollar grant to make the program available next year for every four-year-old in Trenton whose parents want him to participate.

Meanwhile, as the youngsters complete their current NAM programs at the centers, about 100 spots will be available for youngsters fitting the age requirement. (Simms says interested parents can telephone him or can visit the Black Cultural center to apply.)

Buying a tape recorder isn't a must if a child is enrolled at one of the centers, although it's recommended. But parents undertaking the program at home are expected to buy a recorder, available for $21 or less.

The program doesn't charge for the other materials and many of the aids used in the learning games are available around the house.

Crayons of course, are ways of learning colors. Kitchen utensils can teach children to identify shapes and sizes. A ride in the family car can be a time for teaching a child to count and to observe.

These are the things Simms and his staff tell the parents. Because in addition to the series of reading lessons, which are carefully prepared to introduce the child to one new thing at a time, the parent is expected to use his imagination in dreaming up new ways of bringing these simple ideas home to the child.

It takes effort on the parent's part. But Simms emphasizes that the parent is trying to help open up his child's future — and that reading isn't the only thing it's all about.

"The simple fact that a child can communicate his thoughts . . ., while positive and essential . . . is not of great or timeless import," says the NAM philosophy. "NAM desires that the youthful learner should, himself, be strengthened, respected and liberated by the NAM process.

"He should experience new qualities of loving and being loved. And he should be encouraged on every side to inquire, investigate, probe and challenge the mysteries of life . . ."

Learning Partner Makes NAM Time A Family Affair

For the parents, it takes time and effort.

Mrs. Norlyn Person of Stuyvesant Avenue sits down some evenings and tape records, 10 lessons at a clip, to be played back later by her six-year-old as part of the New Approach Method reading program.

But Mrs. Person says the effort is well worth while and that little Norlyn is making rapid progress in learning her alphabet and sounds.

Norlyn, who attends kindergarten in the afternoons at Jr. High School No. 3, usually does her NAM lesson in the morning, has always been eager to learn. And Mrs. Person says she herself has always tried to do some teaching at home; "I started with her young, myself."

Partners

Mrs. Person is one of about 70 Trenton parents who are currently NAM "learning partners" for their youngsters at home.

When Norlyn turns on the tape recorder, she hears her mother's voice giving her instructions.

"I do what the tape recorder says," Norlyn explains.

"I like to write when I have to," the little girl observes. "And I like to connect the dots."

Norlyn has done 49 of the 80 NAM lessons and she keeps asking for more.

Dot Game

Sometimes she's joined by her brother Spence, just turned three and still too young for the program. To Spence, connecting the dots is still just fun, his mother says, but Norlyn is a serious pupil.

The children's father, Spence, a district manager in computer service for Honeywell, also gets into the act. He made a game, for example, out of teaching little Spence the difference between taking "big" and "little" steps.

It's a pattern of family teaching-learning that this phase of the NAM program encourages. Norlyn and the other children in these homes don't go to the NAM centers for their lessons.

But parents who take their children to the NAM centers, where lessons are recorded by other "learning partners," are also encouraged to take an active role in the child's education at home.

Let's Hear it for Reading

Three new aids help poor kids to read: The tape recorder, parents and love

By Judith Schwartzstein
Editorial Associate

● "Today we're going to have some fun with a new letter. Its called the letter P. Lots of words start with P. Listen to this tongue-twister and you'll hear plenty of P sounds. Peter Piper picked a peck of pickled peppers. . ."

The above is excerpted from a lesson of the New Approach Method reading program, aimed at teaching pre-school children pre-reading and reading skills. The program is entering its second phase with grants from the State Departments of Institutions and Agencies and Education and a research commitment from the Institute for Urban Education (a consortium of ETS and Teachers College, Columbia University).

The concept of the program is personalized learning with the use of taped lessons by a learning partner, preferably a parent. The idea began several years ago when Gregory and Patricia Simms of Trenton set out to help their son learn to read. They discovered that he had difficulties with the method taught in school, was fascinated by a tape-recorder, and responded well to his parents' attempts to help him. The New Approach Method was born. The Simmses devised a set of lessons for taping, bounced them off groups of educators, made changes according to suggestions and began the search for funding.

The initial program became possible with a grant from the Federal Office of Child Development, administered by the State Department of Education, with the help of private funds including contributions from Bernard and the late Edith Barenholtz, the founders of Creative Playthings. Educational Testing Service was commmissioned to evaluate the program. Positive findings by ETS led to phase II of the program — an in-depth study by I.U.E. which commenced on July 1.

The first ETS research revealed, in a detailed 117-page evaluation of the program, that "in general, the cognitive areas in which the largest gains occurred were those which were emphasized in the NAM lessons."

A look at the statistical data indicates that children who completed the NAM program, compared with children who did not participate, made significant gains in such areas as concepts, letter identification, SESAT (Stanford Early Achievement Test) letters and sounds, and reading recognition. The method used is basically phonics combined with sight reading.

Aside from the obvious success of children learning to read, the NAM program produced results in family communication. Parents' reactions to the program were as favorable as the reading results themselves. On the whole, they felt that not only had their children learned, but that a new line of communication had been opened.

For this reason, the second phase of the NAM program emphasizes communication as well as reading. Included in a pilot test of this program are children of 30 incarcerated prisoners, 30 prison guards and 30 families from the general public.

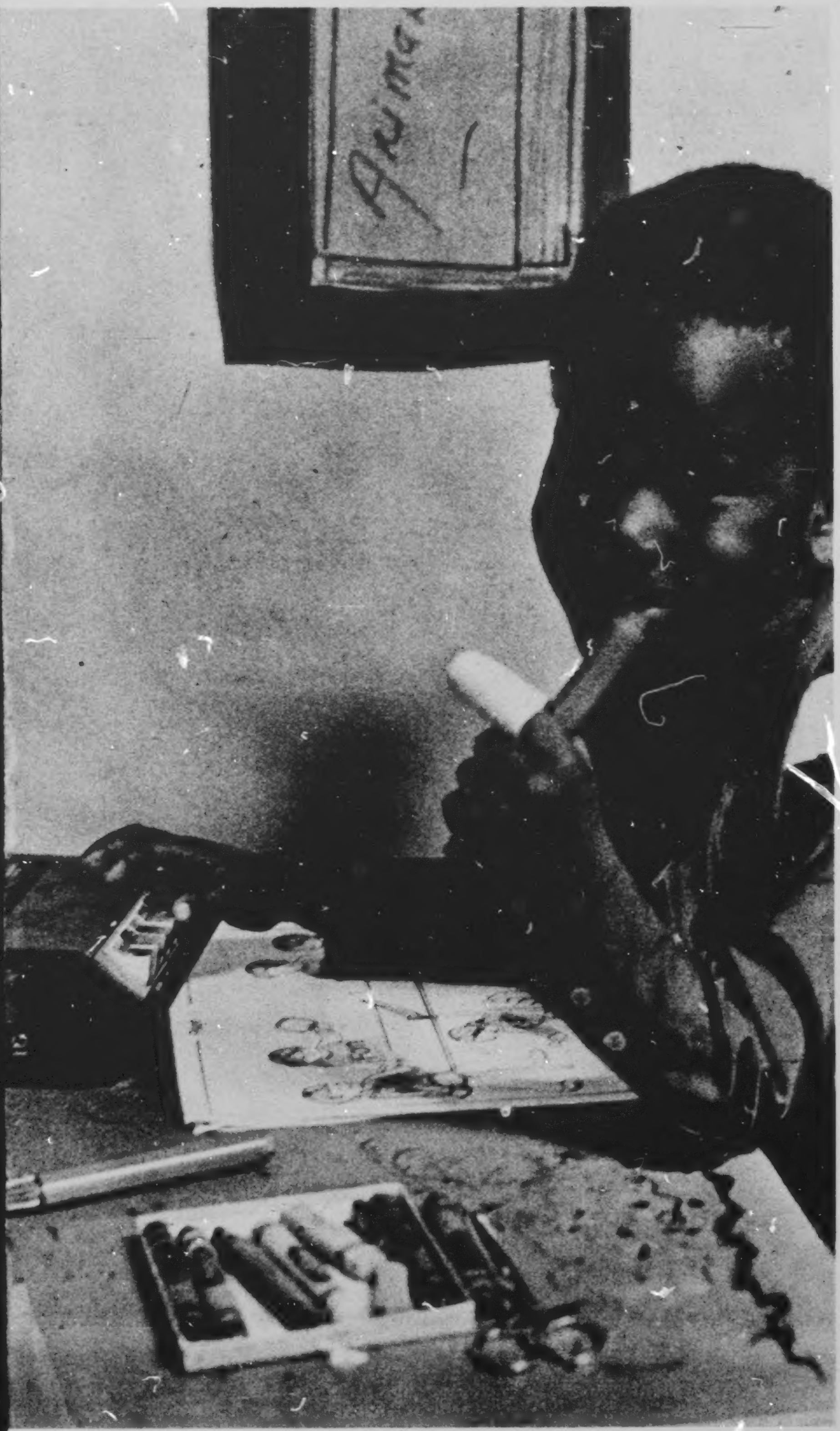
The Department of Institutions and Agencies has awarded the NAM project approximately $120,000 to bring the program to prisoners. According to Simms, prisoners were chosen because they desperately need a way of keeping in close communication with their families. Released prisoners usually have trouble reentering civilian life, particularly readjusting to their families. It is hoped that NAM will help the incarcerated parent and his children maintain a family link.

But why guards? Simms contends that much of the hostility found in jails today is a result of jealousy on the part of guards because of advantages given to prisoners. Therefore, to eliminate the NAM program as a possible source of friction, and to establish some basis for mutual respect, guards are also given the opportunity to participate.

The third category is the general public, and in that group certain variables such as the single parent will be studied.

The test results will not be compared between groups. Comparisons will be studied only between the program groups and control groups for each category.

The only selection criteria for the program, Simms stated, is that participants have children within the age bracket of 3½ to 7 years and that they be in a low



income category.

While the second phase is being implemented, I.U.E. will also be studying the effects of the initial program. It will be a longitudinal study, looking at the families in terms of achieved stability, adult literacy and better relationships with institutions such as schools, police, welfare and the community. The comparative progress of the children in school will also be documented. A high attrition rate did occur during the first phase of the program, and that will also receive attention.

If problems such as the attrition rate can be solved, and if, indeed, the program proves to be as successful as the first evaluation indicates, NAM will have many possibilities for expansion.

The NAM philosophy states that "no child can be considered free until he reads and writes his own, and the thoughts of others, with enjoyment and independence . . . and that he be encouraged on every side to inquire, investigate, probe and challenge the mysteries of life. . ."

Simms looks forward to reaching large numbers of children and parents. Children's Television Workshop and Howard University have already given indications that the NAM program will be considered for publication.

In addition, Simms hopes that individual communities will consider the program for their children. Since it is the parent or other learning partner who reads onto the tape, the lessons can be adapted to individual needs. "NAM is completely programmable to the needs of the children and the capabilities of the parents," Simms said.

The New Approach Method does teach children to read. But as important, claim involved parents, is that their children learn to *enjoy* reading. ●

SCOPE AND SEQUENCE OF MAM MATERIALS

Lessons 1 - 5.	Learning how to use the tape recorder.
Lessons 6 - 10.	Big - little. Circles Numbers 1 and 2 Red Long - short
Lessons 11 - 15.	Green Up - down Numbers 1 to 3 Left Top, middle, bottom Yellow
Lessons 16 - 20.	Sight words Bus and Boat Under - on top of Triangles Numbers 1 to 4 Blue Over - under
Lessons 21 - 25.	Colors orange and brown Squares Numbers 1 to 6 Sight word Bike
Lessons 26 - 30.	First, next, last Rhyming words Sight word Car Right Color purple Numbers 1 to 7 Identifying by sight the letter B
Lessons 31 to 35.	Identifying visually and aurally words beginning the letter B. Rectangles 1st, second third Sight word Train Above - below Numbers 1 to 9
Lessons 36 to 40.	General review of all material covered thus far. Story Wait for Rudy, focussing on sight words The letter S by sight and sound
Lessons 41 to 45.	The letters M and F by sight and sound Sight words Brother, Mother, Father, Sister (B,M, S, F)
Lessons 46 to 50.	The letters T and C by sight and sound.
Lessons 51 - 55.	The Vowel House. Introducing the letter I (long sound) The letters H and A (long sound) Sight word Green The 'at' word-family

Lessons 56 to 60.	Sight words Blue and Yellow Letter P by sight and sound The 'an' word-family
Lessons 61 to 65.	Sight word my Letters N and E (long sound) Words that end in S
Lessons 66 to 70.	The letter D by sight and sound, A (short sound) The 'am' word-family Sight phrases: I like and I do not like
Lessons 71 to 75.	The letter R by sight and sound. Introduction to blends - TH I - short sound
Lessons 76 to 80.	The letters L and G by sight and sound. Vowels O, U, and Y briefly introduced The 'ay' word-family
Lessons 81 to 84.	Brief introduction of the letters W, V, K, and Q E - short sound Days of the week Alphabet in sequence

Note: The above list includes only new materials as they are presented in the NAM program. Obviously, a child need not go on to new material until he is ready, and each lesson contains ample review exercises. By the time he completes the entire series, a child can be expected to read the Dr. Seuss book, Green Eggs and Ham.

LESSON ONE

Instructions

The first five lessons will introduce your child to the tape recorder. He will learn how to turn the machine off and on. He will learn what the BEEP signal means. He will also learn to rewind the tape so he can listen again to something he may have missed the first time.

In the beginning lesson your child will be asked to listen closely and to follow simple directions. If he has never seen a tape recorder before, he will probably want to find out what it is and how it works. Take a little time before beginning the lesson to answer his questions. Although today's lesson does not expect him to turn the machine off and on by himself, he may want to try it a few times before listening to the tape all the way through. When your child's curiosity seems satisfied, rewind the tape back to the beginning and let him listen to it from beginning to end without interruption.

Your child will learn to recognize the buttons on the tape recorder more easily if you mark them with different symbols. With fingernail polish or magic marker, draw a star on the Play button and a dot on the Stop button. Or, if you prefer, you can put two small pieces of adhesive or masking tape on the buttons and then mark the symbols on the tape.

It is very important for you to observe your child's first lessons closely. To day, plan on staying with him for most of the lesson. You may need to rewind the tape occasionally if he missed something. If he seems shy or uncertain about responding to the tape, you can encourage him by following the directions along with him. Don't be concerned or force him before he is ready. As soon as he feels comfortable, he will respond freely and eagerly.

At the end of the lesson your child will be asked to draw a picture of himself on the back of the worksheet. If he seems able to work alone for a short time, leave the room until he finishes. Be sure to comment on his work positively. His drawing may not look much like him, but he did his best and he should know that his work pleases you. Tell your child you are going to write his name under his picture. Then, with magic marker, print his name in large letters at the bottom of the page. Use a capital letter for the first letter and lower-case letters for the rest of his name. (John is correct; not JOHN.) Keep the drawing and mark the date on it. When you look back several months from now, you will see the progress he has made.

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If your child wants to listen to the tape again, by all means encourage him to do so. Just wind the tape back to the beginning and let him listen to it as often as he likes.

What This Lesson Does

Introduces your child to the tape recorder.
Encourages him to listen carefully and to follow simple directions.
Shows him how his name looks in print.

Materials You Will Need

1 Worksheet
Magic marker

TAPING

Hi, (child's name)! Do you know who this is? . . . It's Mommy! Does my voice sound different? . . . That's because I'm talking to you from this tape recorder. Can you hear me all right? . . . I didn't hear what you said. Pretend you're talking to the real me and answer good and loud. Can you hear me? Yes or no? . . . Good! I really heard you that time!

(Child's name), there's somebody here who wants to meet you. There's a picture of him right next to the tape recorder. Pick it up and look at it. ..(Pause)..

What a funny-looking bird! His name is Rudy Reader. Say Hello to Rudy. ..(Pause).. Rudy didn't hear you. Say Hello again. ..(Pause).. Good! Rudy's glad to meet you. He says, "Hi, (child's name)."

Now I'm going to tell you some more about Rudy, so listen carefully.

Rudy's quite clever. He can write, yes indeed;
He can count to a hundred; he even can read!
What can Rudy do, (child's name)? ..(Pause).. He
can read, yes indeed!
Rudy has eyeglasses. Point to them please. ..(Pause)..
Point to the wings that he flaps in the breeze.

..(Pause)..

Point to the briefcase that's under his wing.
..(Pause).. It's very handy for keeping things in.
Rudy puts papers in it, and books by the bunch,
Sometimes he even tucks in his lunch.
What does Rudy put in his briefcase, (child's name)?
..(Pause).. His lunch is right!

Rudy's favorite lunch is soft-boiled stew.
I wouldn't like that. How about you? ..(Pause)..
He has pencils and crayons and scissors and glue,
And he's going to help you learn fun things to do.
But first Rudy wants to know all about you.

Here are some of the things Rudy was wondering about you, (child's name). Do you have a tummy? .. Rudy has a tummy. Put your finger on your tummy. ..(Pause).. Do you have toes? .. Rudy has toes. Put your finger on your toes. ..(Pause)..

Rudy has eyes. Do you have eyes? Show Rudy where.
..(Pause).. Show him where you have your hair
..(Pause).. When Rudy talks, he uses his beak.
Show him what you use when you speak. ..(Pause)..
Did you point to your mouth, (child's name)? . .
Very good!
Do you have feathers? .. No, you have skin.
It's what you carry your insides in. Show Rudy
your skin. ..(Pause)..
Show him the fingers on your hand. ..(Pause)..
Point to the legs you use when you stand. ..(Pause)..

You couldn't forget where all those things are, could you (child's name)? .. Rudy doesn't think you could, but I'm not sure. Let's find out. Listen to this song, and do everything I tell you to. First, stand up. .. (Long pause).. Are you ready?

(Note to parent: You can sing the song to the tune of Twinkle, Twinkle Little Star or make up one of your own if you prefer.)

Here is how my little song goes:
Touch your tummy ..(Pause).. Touch your toes ..(Pause)..
Shake your head ..(Pause).. Tickle your knees ..(Pause)..
Wiggle your fingers, if you please. . . .

Did you do everything I told you to, (child's name)? . . .Let's try it again. How about it? . . Are you ready?

Here is how my little song goes:
Touch your tummy..(Pause).. Touch your toes..(Pause)..
Shake your head..(Pause).. Tickle your knees..(Pause)..
Wiggle your fingers, if you please.

How did you do that time, (child's name)? . . . Rudy thinks you did very well! You saw what Rudy looks like. Now he'd like a picture of you. Get the magic marker. ..(Pause).. Turn Rudy's picture over. On the other side, draw a picture of what you look like. You can put in eyes, nose, hair -- whatever you want. When you've finished it, come show it to me.

(Note to parent: Turn the tape recorder off while your child draws the picture of himself. When he has finished, have him watch you print his first name at the bottom of the page. Be sure to tell him what you are writing as you do it. Later, you may want to put his drawing in a spot where the rest of the family can see it.)

LESSON TWO

Instructions

In this lesson your child will learn to turn off the tape recorder when he hears the B E E P signal. He will also make a folder in which to keep his worksheets. The younger your child, the more help he is likely to need at first, so plan to stay nearby while he is working. At the end of the lesson, you will need to give him a hand making his folder. You will find the instructions for this at the end of the taping section.

To get the lesson ready, print your child's first name in large letters on a sheet of colored construction paper. The first letter should be a capital, but make the rest all lower-case letters. For example, you should write John, not JOHN. Before taping the lesson, you may also want to practice making your own B E E P sound so you can do it easily and consistently.

If your child enjoys the lesson, he may want to repeat it later. Encourage him to do so. The more he listens to the tape, the sooner he'll begin to feel comfortable using the tape recorder. Rewind the tape back to the beginning, so it will be ready for him whenever he wants to hear it again.

What This Lesson Does

Introduces and explains the B E E P signal.
Gives your child another chance to see his name in print.
Tells how to make a folder to hold the worksheets.

Materials You Will Need

2 sheets of colored construction paper (with your child's first name written on one of them - see instructions above)
Stapler
1 worksheet

Taping

Hi, (child's name)! Today I bet you know who this is, don't you?. . . Who is it?. . (Pause). . I didn't hear you. Say it louder. Who is this talking? . . . (Pause). . I knew you'd guess. It's Mommy!

Do you remember Rudy Reader, the strange bird you met last time?. . . Today we're going to visit him. Are you ready to go, (child's name)? . . Then stand up. . (Pause). . Make believe you're putting on your coat. . . Put one

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arm in one sleeve. . (Pause). . Put the other arm in the other sleeve. . (Pause). . Good! Now zip the zipper all the way up. Zzzzzzzip! . Pretend you're putting on your hat. . (Pause). . Now we can go to Rudy's. .

Walk all around the room. . Walk. . walk. . walk. . walk. . walk. . Rudy's house is way out in the country. Why don't you skip a while? Try it. Skip. . skip. . skip. . skip. . Oh, there's a brook. Can you jump over it? Jump as far as you can, across the pretend brook. . JUMP! . Did you make it, (child's name)?. . . Now let's walk some more. . Walk. . walk. . walk. . walk . Over there's a fence we'll have to climb over. Put one leg over. . (Pause) . . Put the other leg over. . (Pause). . Did you climb over the fence, (child's name)?. . . Say, I think we're almost there. Just a little farther now.

Walk. . walk. . walk. . walk. . walk. . Do you see that make-believe tree up ahead? That's where Rudy lives. Look up in the tree. . way up. . . Are you looking way up, (child's name)? Do you see Rudy's house up high in the tree? . . Rudy put a ladder there so you could climb up to his house. Make believe you're climbing up the ladder. . Climb. . climb. . climb. . climb. . And here we are! Pretend you're knocking on Rudy's door. . Knock. . knock. . knock. . . The door's open, so let's go in. . Where's Rudy, I wonder?

You'll see him on the worksheet. Go back to the tape recorder and get it out. . (Long Pause). . Sit down now and look at the picture. . (Pause) . Look at Rudy. He's fast asleep. I bet he fell asleep while he was looking at TV. He forgot to turn things off before he went to sleep. Do you see the light bulb? Put your finger on the light bulb. . Rudy forgot to turn it off. Look at the fan. Put your finger on the fan. . Rudy forgot to turn it off too. And of course he left the TV on. Point to the TV Rudy forgot to turn off. . Rudy always forgets to turn things off.

One day the TV said, "I'm tired of running all night. I'll make a noise that'll wake Rudy up. I'll say B E E P. I bet that'll wake him up. Can you say BEEP, (child's name)? . . Try it. . (Pause). . Good! That's what the TV said: BEEP. And Rudy woke up and turned the TV off.

"That's a great idea!" said the fan. "I think I'll try it too." What did the fan say so Rudy would turn him off?. . (Pause) . . BEEP is right! And Rudy turned off the fan, too. Then the light bulb tried it. What did the light bulb say so Rudy would turn him off? . . (Pause). . He said BEEP. And now Rudy knows that BEEP means, "STOP! Turn me off!"

Say, Rudy's waking up from his nap. How would you like to play some pretend games with Rudy? . . Then stand up. . (Pause). . Make believe you're Rudy's fan. Stretch out your arms and wave them like a fan. Wave. . wave. . wave your arms. Come on, fan! I just feel a little breeze. Wave your arms faster. . faster. . and faster still. . BEEP. . . Did you remember what BEEP means? Did you turn yourself off when I said BEEP? . . Good for you, (child's name)!

Rudy has another idea. Pretend you're an electric mixer, mixing up a delicious chocolate cake. Are you ready? . . Turn around fast. . Turn. . turn. . turn. . Are you getting dizzy? . . Can you turn some more so the cake will get all mixed? Turn. . turn. . turn. . turn. . BEEP. . . Did you turn yourself off, mixer? . . I bet you did. Now go back and sit down next to the tape recorder. . (Long Pause). .

Do you remember how the light bulb and the TV and the fan all told Rudy to turn them off? What did they say, (child's name)? . . (Pause). . They said BEEP, didn't they? And when I say BEEP that means you should turn _me_ off too. Can you turn off the tape recorder, (child's name)? . . Just push the button with the dot on it. Go ahead, (child's name)? . . Push the _Stop_ button and turn me off. . BEEP. . .

NOTE TO PARENT: After your child turns off the tape recorder, show him the cover page. He may not recognize his name already, so tell him what the word says. If he seems interested, you can spell the letters in his name, helping him point to the letters as you name them. Then show him how to make the rest of the folder. Let your child pick a second sheet of colored paper for the back cover. Help him staple the two sheets together along three sides. If you put the staples about 1/2 inch in from the edge of the paper, there will be plenty of room inside for the worksheets.

LESSON THREE

Instructions

In this lesson your child will practice turning the tape recorder off and on. Before he begins, make sure he can find the Stop and Start buttons and knows what each one does.

Today your child will probably be able to do much of the lesson alone. Keep an eye on him as he works. Try not to interrupt him unless he seems to need help. At the same time, don't make the mistake of leaving him alone too soon. The extra time you spend with him now, making sure he can work the tape recorder and do the activities, will help insure his later success in the program.

One of the activities in the lesson is a dot-to-dot drawing for your child to complete. If he seems uncertain about what he is to do, show him how to join the dots, by drawing a line from one dot to the next. As soon as he gets the idea, he'll want to finish the picture himself.

You will find two sets of worksheets in today's materials. There are two copies of the first worksheet and two different dot-to-dot drawings. The second set has been included so that your child can repeat the lesson if he likes. Don't force him to go through it again, however, if he is not eager to do so. He will get more practice using the tape recorder in the next lesson.

To get the lesson ready, write your child's name on the lunchbox in the picture on the first worksheet. Then put one of the picnic worksheets (Page 1) and the dot-to-dot drawing of the eyeglasses in the folder your child made last time. Be sure you only put one set of worksheets in the folder. Then place the folder, crayons and magic marker next to the tape recorder where your child will be working.

The last exercise for you to tape is a children's song, If You're Happy and You Know It. If you are not familiar with it, you can make up a tune of your own. In the first verse, whenever you see the word (Clap), make a clapping sound on the tape. You may need to prop up the microphone so your hands will be free to clap. In verse two, stamp your feet whenever the word (Stamp) appears. If you like, you can add as many other verses as you think your child will enjoy.

What This Lesson Does

Gives your child practice turning the tape recorder off and on. Encourages him to listen carefully and to follow simple taped directions.

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Materials You Will Need

2 worksheets (Placed in your child's folder)
Crayons
Magic marker

Taping

Hi, (child's name)! Today we're going on a picnic with Rudy. But he's so forgetful, I'm sure he'll forget something. I bet you don't forget things, do you? Quick, before Rudy gets here, let's see what kind of a rememberer you are. Can you remember what the TV, the light bulb and the fan said when they wanted Rudy to turn them off? . . (Pause) . . They said BEEP didn't they? And what do you do to the tape recorder, (child's name), when I say BEEP? . . (Pause) . . You turn it off, that's right. Go ahead, do it. BEEP. . .

(Note to parent: Be sure to turn the tape recorder on again if your child doesn't do so.)

Tell me, (child's name), which button turns the tape recorder off. Don't push it now, just point to it. . The one with the dot on it, that's right! Which button turns the tape recorder on? . . The button with the star. . Star for Start. Can you remember that? . . . Now let's try the buttons. When I say to, push the Stop button. Then push the Start button to start the machine again. Ready? . . . BEEP. . . Did you push the Stop button and the Start button? . . . Very good! Let's try it again. When I say to, push the Stop button and then the Start button. . BEEP. . . Did you turn the tape recorder off and then on again? . . . Try it once more. . BEEP. . . .

I was right. You're a very good rememberer, (child's name)! Now it's time for the picnic with Rudy. Get the folder you made last time. . (Pause) . . Can you be a good rememberer again and tell me what word is on your folder. . (Pause) . . It's (child's name) and I bet you remembered that too. Now get the worksheets out of your folder. . (Long Pause). . Find the worksheet with a star at the top of the page. . Put your finger on the star. Now look at the rest of the picture. There's Rudy and can you guess what he forgot today? . . His glasses! Without his glasses Rudy can't find any of the things he's looking for. Can you help him? . . Those things would be much easier to find if you colored them some nice bright colors. Get your crayons. . (Pause). .

Now let's find Rudy's lunch. Where's the banana? . . Put your finger on the banana. . (Pause). . Now color the banana so Rudy can find it. But don't forget to turn the tape recorder off before you start to color. . BEEP. . Now find Rudy's sandwich. Point to it. . (Pause). . Color the sandwich so Rudy can find it. . BEEP. . Did you remember to turn the tape recorder off before you colored? . . Good for you, (child's name)! Now Rudy wants his dessert. Point to the cupcake. . (Pause). . Color the cupcake for Rudy. . BEEP. . Did you turn the tape recorder off before you colored the cupcake? . . Good work, (child's name)! Rudy brought lunch for somebody else, too. Find the lunchbox. . It has a name on it. Put your finger on the name. . Who could that lunch be for, I wonder? Can you read the name on the lunchbox? . . (Pause). . It's your name - (Child's name)! Rudy brought some lunch for you!

Wasn't that nice of Rudy to bring a lunch with your name on it? . . Color the lunchbox your very favorite color. . BEEP. . .

Now get the other worksheet. . (Pause). . There's Rudy at the top of the page. Point to him. . . What's Rudy looking for now? . . I bet he could find it, if you finished the picture for him. Take your magic marker and join all the dots together. If you're not sure how to do it, call me and I'll come help you. . BEEP. . .

What did you make, (child's name)? . . (Pause). . Very good! I'm sure Rudy's glad to have them back again! Thank you for helping him! Now before we go home, how about a little song? Listen carefully and do just what it tells you to:

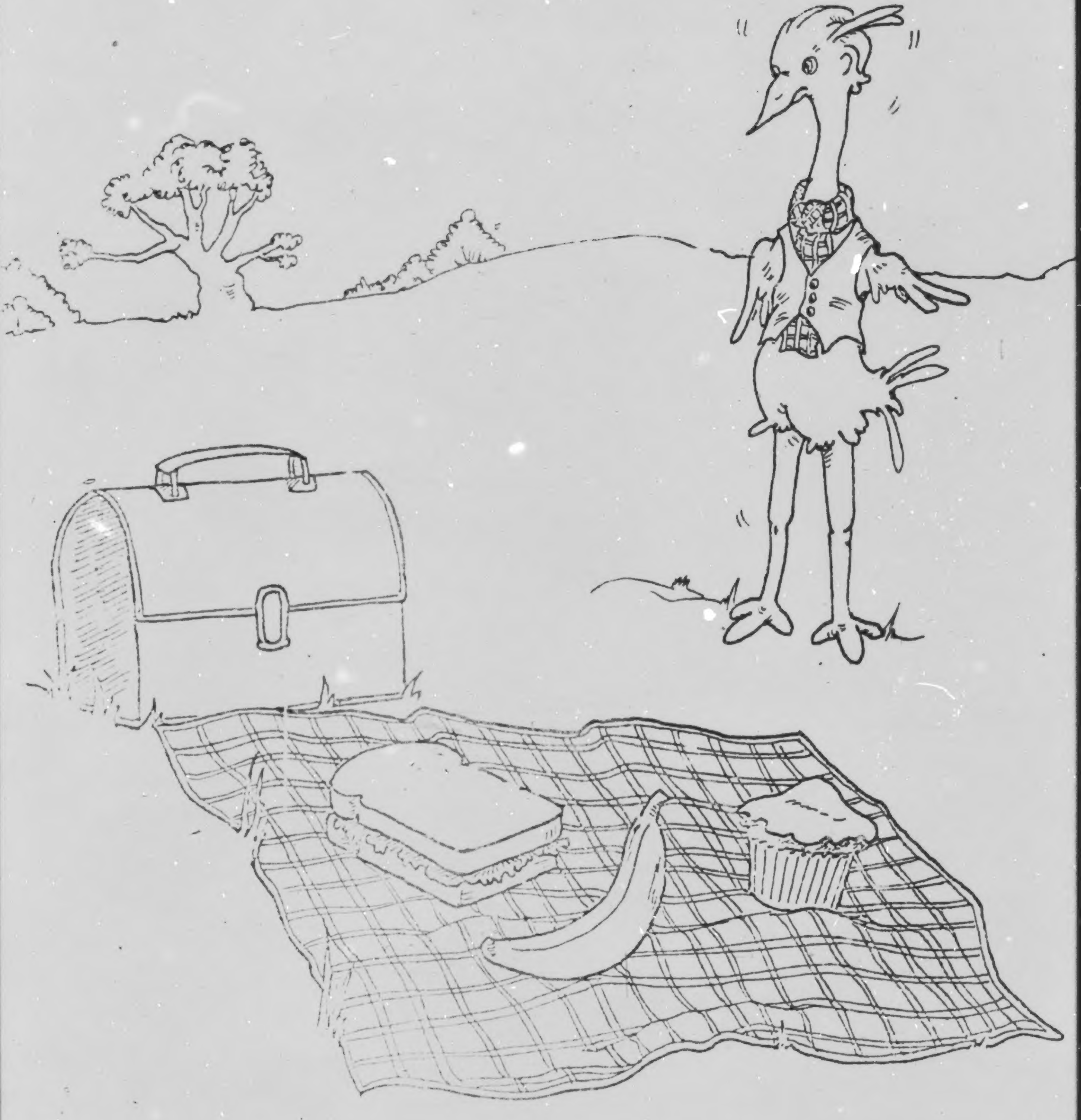
If you're happy and you know it, clap your hands. . (clap,clap)
If you're happy and you know it, clap your hands. . (clap,clap)
If you're happy and you know it,
And you really want to show it,
If you're happy and you know it, clap your hands. . (clap,clap).

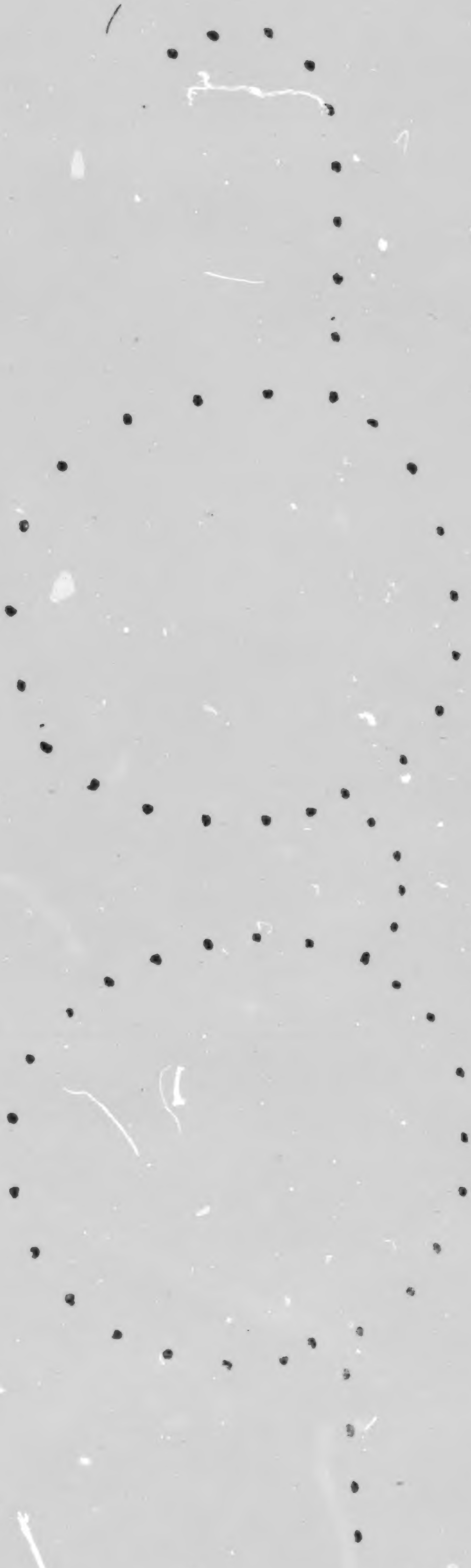
Very good, (child's name)! This time, let's do something different. Stand up. . (Pause). . Are you ready? If you like, you can sing along with me.

If you're happy and you know it, stamp your feet. .(stamp,stamp)
If you're happy and you know it, stamp your feet. .(stamp,stamp)
If you're happy and you know it,
And you really want to show it,
If you're happy and you know it, stamp your feet. . (stamp,stamp).

Did you like that song, (child's name)? . . . If you did, we can sing it some more later. Turn off the tape recorder now, but wait a minute! Wait till you hear the . . BEEP . . .

can sing it some more later. Turn off the tape recorder now, but wait a minute! Wait till you hear the . . BEEP. . .





LESSON FOUR

Instructions

Today your child will get more practice turning the tape recorder off and on. He will also use the scissors for possibly the first time. If he has never used scissors before, you may need to show him how to hold them.

The two worksheets are for a matching Lotto-type game. The page on which Rudy's picture is in the top left-hand box should be placed inside your child's folder. Later he will cut out the pictures for the game cards. The second worksheet (with the fan in the top left-hand box) will be the game board. Since it looks so much like the other page, you should put it someplace else, where your child can find it easily. If your child enjoys the game, you may want to paste the second worksheet on a piece of cardboard so it will last longer.

Before the lesson, print your child's name on the lunchboxes on both worksheets. When you are taping the instructions for the first Hide and Seek game, feel free to change the text to suit your own situation.

What This Lesson Does

Gives your child more practice turning the tape recorder off and on.
Develops his eye-hand coordination.
Increases his familiarity with his name in print.

Materials You Will Need

2 worksheets (Put one in the folder, the other someplace else as in the Instructions)
Scissors

Taping

Rudy has some games he'd like to play with you today, (child's name). One he likes a lot is Hide and Seek. As a matter of fact, Rudy's hiding already. Do you think you can find him?. . . Then look in back of the door. But don't forget to turn off the tape recorder before you go look. . B E E P. . . Was

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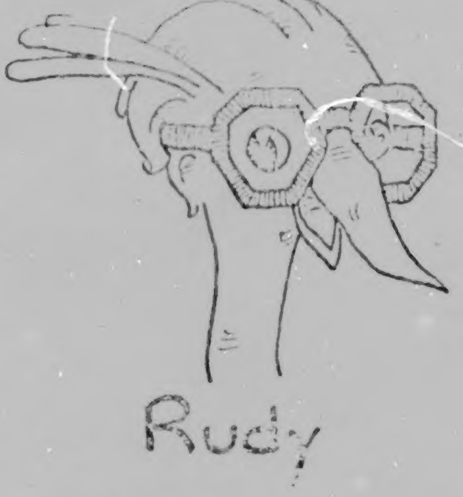
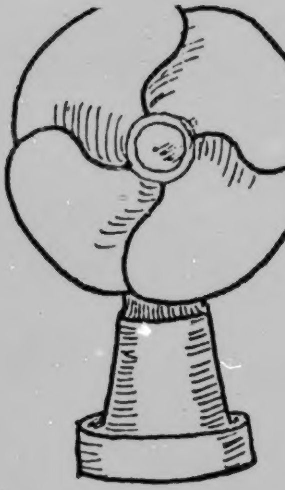
Rudy there?. . . Maybe he's behind the chair. Go ahead, look and see. . BEEP. . . Did you find Rudy yet, (child's name)?. . . Is Rudy hiding behind the TV?. . Look and see. . BEEP. . . . Look in the closet. Is Rudy there?. . . BEEP. . . . Rudy, Rudy, where are you?

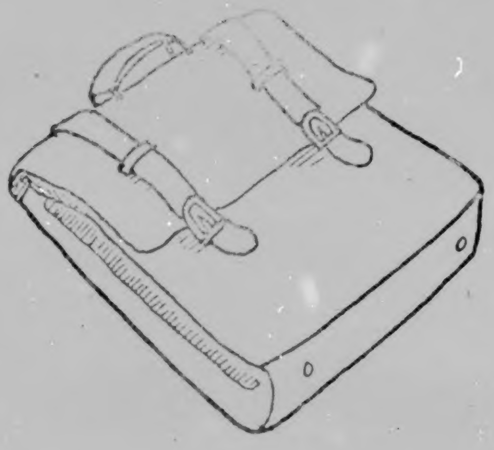
I have an idea, (child's name). Get the worksheet out of your folder. . BEEP. . . Now can you find Rudy?. . . Put your finger on the picture of Rudy. . . The letters under Rudy's picture spell his name. Point to the word that says Rudy. . . That's where he was hiding! Look at the rest of the pictures on the worksheet. There are lots of Rudy's things. Put your finger on the picture of Rudy's eyeglasses. . (Pause). . Point to Rudy's briefcase. . (Pause). . Now find his TV. . (Pause). . Point to Rudy's fan. . (Pause). . Now look at the lunchbox. That's not Rudy's. Whose lunchbox is it? . . (Pause). . It's yours, isn't it? Point to the name on the lunchbox. What word do the letters spell?. . (Pause). . Your name - (child's name)! You're right!

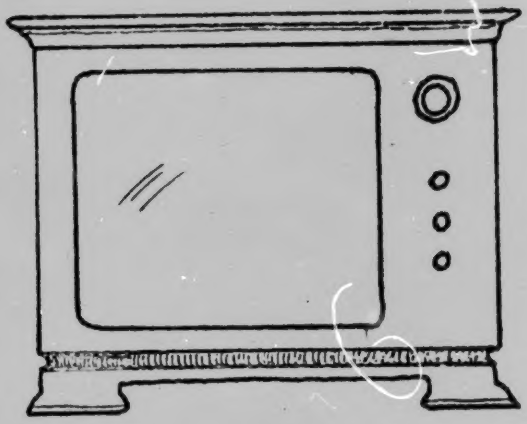
Rudy has a game for you to play with the pictures on the worksheet. You'll need the scissors, so get them. . (Pause). . Now look at the worksheet again. Do you see the lines. They make a road for the scissors to go on. Take your scissors and cut along all the lines. If you're not sure how to do it, call me. . BEEP. . . .

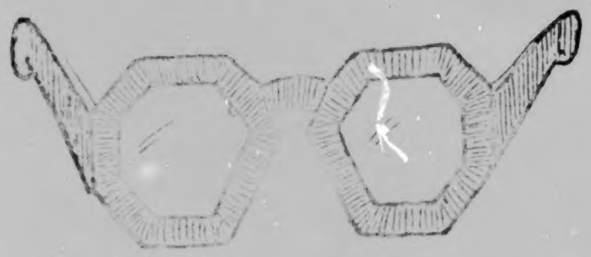
Was that hard work, (child's name)?. . . You did a fine job! Now here's how to play the game. There's another worksheet on the ______________ (wherever you put it). Go get it. . BEEP. . . Did you remember to turn off the tape recorder before you got the worksheet?. . . Very good, (child's name)! The new worksheet has pictures on it just like the ones you cut out. That's so you can play a matching game. Find a picture of Rudy on the new worksheet. . . Put your finger on Rudy. . . Now get the picture of Rudy that

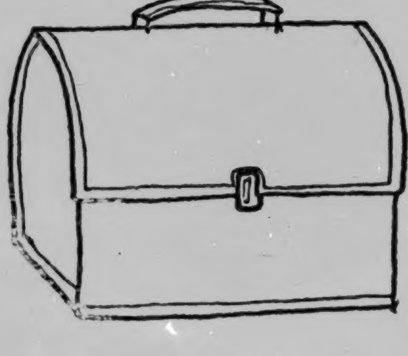

Rudy











you cut out. . (Pause). . Put it on the Rudy on the worksheet. . (Pause). . Good! You made a match! Now find Rudy's TV on the worksheet. . (Pause). . Get the TV picture you cut out. . (Pause). . Put it on the TV picture on the worksheet. . (Pause). . Very good, (child's name)! You made another match! Can you match up the rest of the pictures by yourself?. . Go ahead and do it. . . . B E E P. . .

Did you like playing that game, (child's name)?. . . If you did, you can play it again later. Now Rudy has one more game he'd like to play with you. It's called Rudy Says. You listen carefully and do everything Rudy tells you to do. Are you ready?

Rudy Says. . . Stand up. . (Long Pause). .

Rudy Says. . Jump up and down. . (Long Pause). .

Rudy Says. . B E E P. . . . .

Did you turn the tape recorder off when Rudy told you to?. . . Good for you, (child's name)?

Now Rudy Says. . Clap your hands. . (Long Pause). .

Rudy Says. . Pat your head. . (Pause). .

Rudy Says. . Turn around. . (Long Pause). .

Rudy Says. . B E E P. . . . .

Did you remember what to do when Rudy says B E E P?. . . Groovy, (child's name)!

Rudy Says. . Touch your toes. . (Long Pause). .

Rudy Says. . Touch your nose. . (Pause). .

Rudy Says. . Sit down. . (Long Pause). .

Rudy Says. . Thank you for playing games with him today. . That's the end of your lesson for today. Now when Rudy tells you to, turn off the tape recorder. Rudy Says. . B E E P. . . . .

LESSON FIVE

Instructions

Now that your child is familiar with the Stop and Start buttons and the B E E P signal, he needs to know how to rewind the tape. Once he knows how to rewind, he can go back and listen to something over again, if he misses it the first time.

Rewinding is not hard to learn, but it can't be taught with a taped lesson alone. The child needs someone with him to make sure he understands what to do. You should plan on staying nearby for most of today's lesson. When your child calls you, show him how to press the Rewind button and then, a few seconds later, the Start button. Let him hear and see what happens. Then let him try it. Allow the tape to rewind for different lengths of time before pushing the Start button. Once he understands how the buttons work, see if he can rewind the tape to find a certain point in the song.

Try to let your child do as much of the figuring-out as he can. If he works the buttons himself, he will learn how they operate sooner than if he watches you do it. Don't be disturbed if it takes him a while to catch on. He can continue with the lessons even if he can't rewind yet. If he hasn't mastered it by the end of lesson IX or X, you can repeat this lesson with him then.

To get the lesson ready, you will need one of the small envelopes in your kit of materials. Write your child's name on the outside, just as it appears on his folder. Then cut out the puzzle pieces on the parade worksheet and put them in the envelope If you have a balloon, blow it up and write your child's name on it with magic marker. Let the air out of the balloon and put it someplace where your child can find it easily.

What This Lesson Does

Shows your child how to rewind the tape recorder.
Helps develop his eye-hand coordination.

Materials You Will Need

2 worksheets (placed in the folder)
Puzzle pieces, placed in a small envelope
Balloon with child's name printed on it (optional)
Empty oatmeal box, coffee can, or milk carton to use as
  a drum and a large kitchen spoon to bang with.
Magic marker and crayons

Taping

(Note to parent: At the beginning of the tape you will be imitating the sound of drums in a parade. Start softly, then get louder as if the parade were coming closer.)

Boom. . . Boom. . . Boom, diddy boom, boom, boom! . . Boom. . . Boom. . . Boom, diddy boom, boom, boom! . . . . (Child's name), do you hear

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the drums?. . There must be a parade coming. . . Boom. . . Boom. . . Boom, diddy boom, boom, boom! . . It's getting closer, (child's name)! Do you want to see it?. . . Then take the worksheets and the envelope out of your folder. . B E E P. , . .

Look at the envelope. . Can you read the word that's on it? What does it say?. . (Pause). . If you said (Child's name), you're right! Now open the envelope and take out what's inside. . (Pause). . What did you find, (child's name)?. . (Pause). . Some pieces of a puzzle. After you've put them together, you'll see the parade. First get the worksheet that has a star at the top of the page. . (Pause). . Now pick up one of the puzzle pieces. . (Pause). . See if you can find where it fits on the worksheet. Try putting it on different spaces until you find the one that's just like the piece you're holding. . B E E P. . . Did you fit the puzzle piece on the worksheet, (child's name)?. . . Good for you! Now take another piece and put it where it belongs. . B E E P. . . I bet you can find where all the rest of the pieces go. Try it. If you need help, call me. . B E E P. .

Did you get the puzzle all put back together, (child's name)?. . . That was a tough job, wasn't it?. . . Say, did you find Rudy Reader in the puzzle? Put your finger on Rudy. . (Pause). . Rudy likes parades too!

What do you know? Here comes a clown! He's jumping up and down! Can you be a clown, (child's name)?. . Stand up. . (Pause). . Now jump up and down, just like a clown. . Jump. . . jump. . . jump. . . jump. . . Very good! Clowns make funny faces too. Can you make funny faces like a clown? Try it. . (Pause). . Real clowns jump and make faces at the same time. Can you?. . (Pause). . You're a fine clown, (child's name)! Rudy thinks so too. Now jump back to the tape recorder and sit down. . (Long Pause). .

Rudy'd like to see what kind of parade picture you can draw. Get the other worksheet. There's a big dot at the top of the page. . (Pause). . Now take your magic marker and draw a picture of something you like to see in a parade. You can color it too if you like. . BEEP. . . I hope you'll show me the parade picture you made later.

Now the band is coming closer. Listen. . . Boom. . . Boom. . . Boom, diddy boom, boom, boom! . . They're playing this song. . Listen. . .

(Note to parent: You can sing this to the tune of The Farmer in The Dell or whatever else you wish.)

A parade is coming to town,

A parade is coming to town,

I say let's watch it - oh!

A parade is coming to town!

It's a little lonely singing all by myself. Would you sing with me this time, (child's name)? . . Sing good and loud. (Repeat song.)

Very good, (child's name). I'd like to hear you sing that song. Come get me, the real me, now. . BEEP. . .

(Note to parent: When your child gets you, show him how to rewind the tape back to the beginning of the song. Then have him sing the song along with your taped voice. Make sure he continues with the tape when he gets back to the place where he is told to rewind.

Some children may need more time to learn to rewind. If your child becomes frustrated or seems to need more practice, help him finish the lesson. You can work on the rewinding at a later time.)

Let's try the song again, (child's name), but this time pretend you're the band leader, all dressed up in a fancy costume. Get the spoon..(Pause).. The spoon can be the little stick the bandleader waves. Are you ready to be the bandleader?. .. When I sing, wave your stick at the band. . .

A parade is coming to town,

A parade is coming to town,

I see the leader - oh!

A parade is coming to town!

You make a very good bandleader, (child's name)! Let's do it again. Rewind the tape back to the beginning of the song about the bandleader. Then play it again and wave your stick with the song. Now rewind the tape back to the beginning of the song. . B E E P. . .

Very good, (child's name)! Now you can be somebody else in the band. This time be the drummer. Go get the drum. . (Long Pause). . Now, drummer, get the spoon and let's see how loud you can bang your drum. . (Pause). . Are you ready?. . .

The drummer is drumming his drum,
The drummer is drumming his drum,
I see the drummer - oh!
The drummer is drumming his drum!

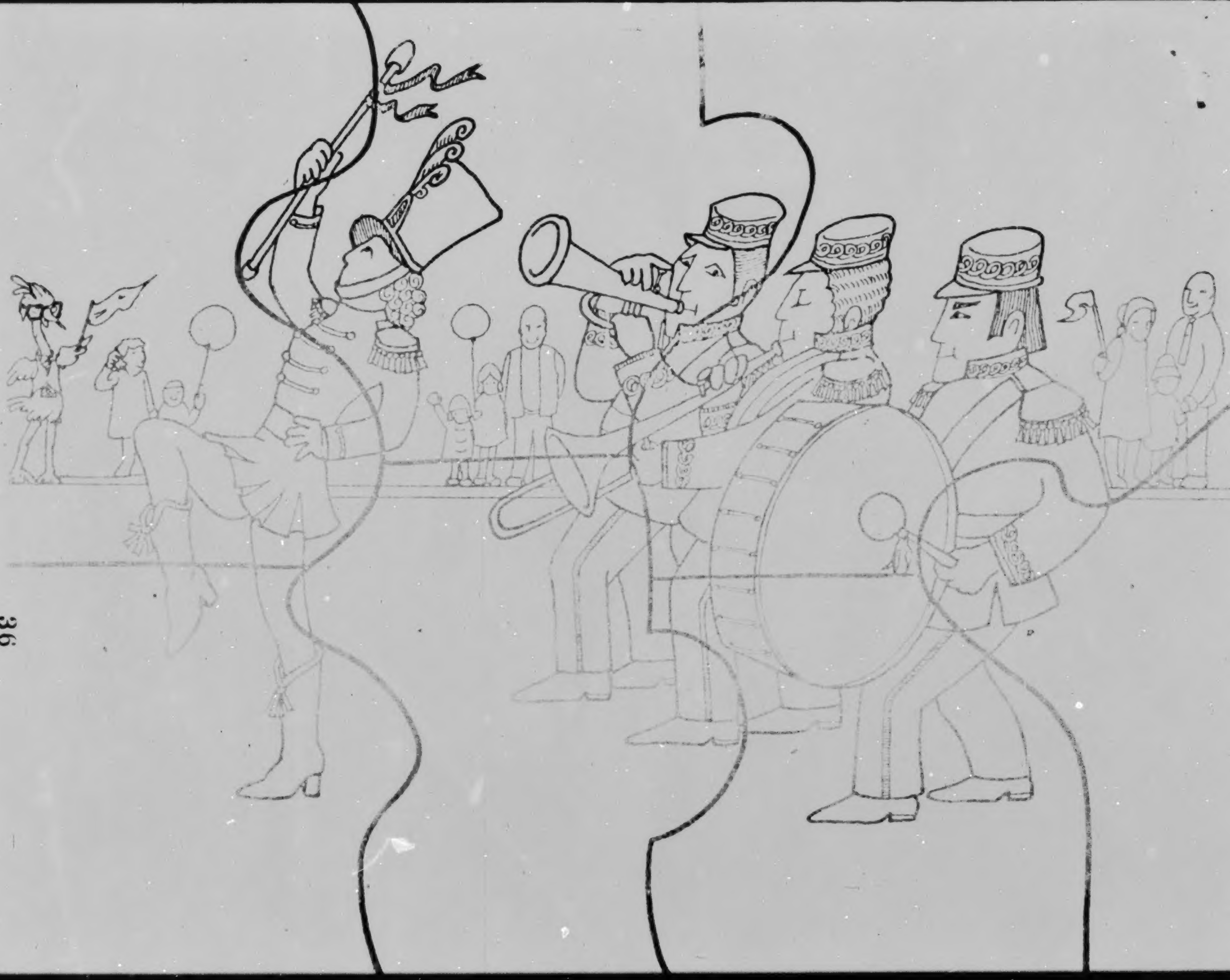
What a good drummer you are, (child's name)! Can you do that again? Press the rewind button and find the beginning of the song about the drummer. Then play it again and beat your drum with the song. . B E E P. . . .

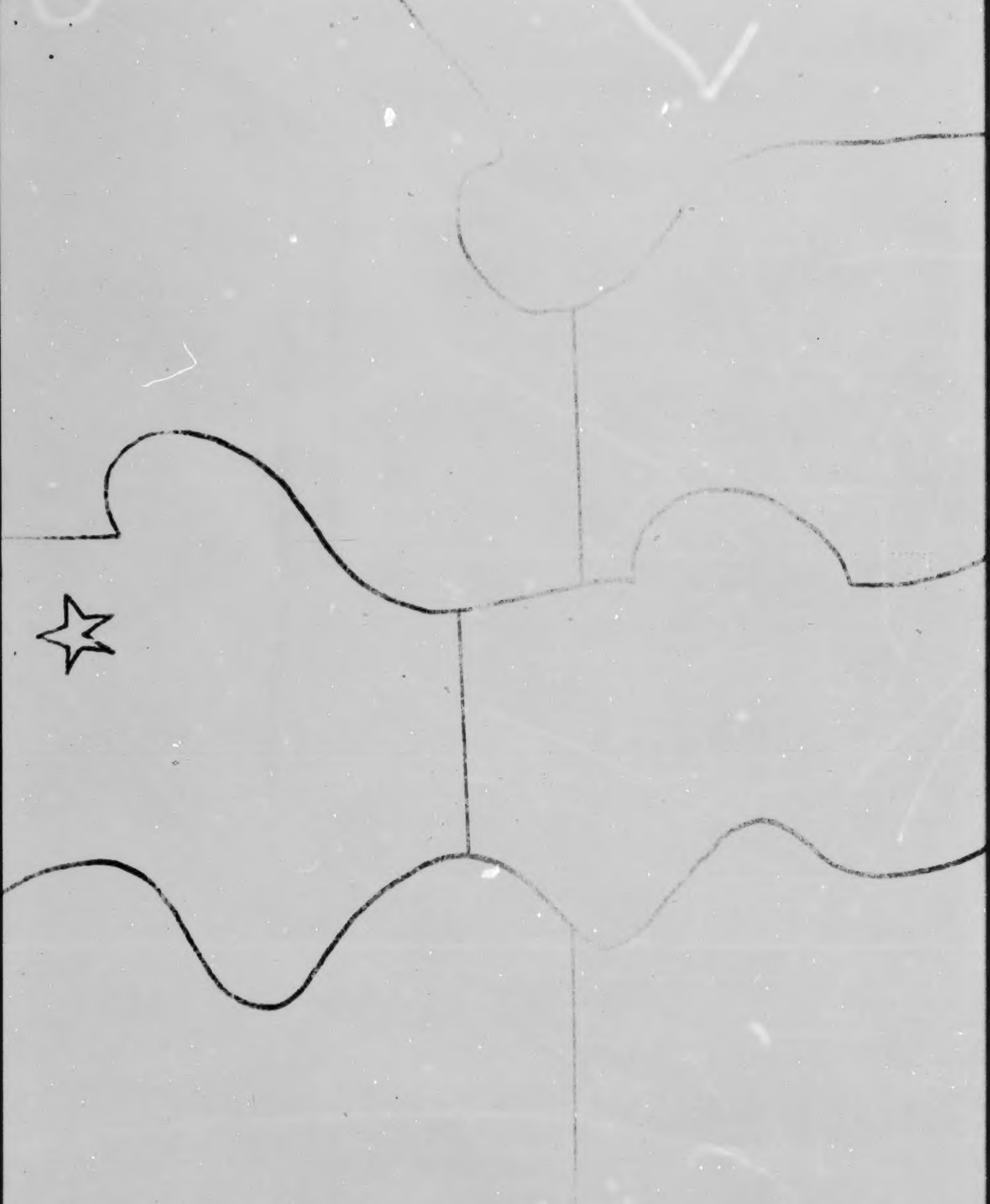
You did a great job today, (child's name)! Rudy's very proud of you and so am I!

(Note to parent: If you have no balloon, end the lesson here. If you have prepared a balloon for him, add the following:)

You did so well that I have a surprise for you. Look on the ________ (wherever you put the balloon). . B E E P. . . Can you blow it up? If you need help, call me. . B E E P. . . That's a very special balloon. Can you read what the letters on the balloon spell?. . (Pause). . Your name, (Child's name) is right! How about that?

The parade is over, so say goodbye to Rudy. . (Pause). . Now will you come show me the parade picture you made?. . B E E P. . .





LESSON SIX

Instructions

Today your child will learn about big and little. These are just two of the many new ideas he will discover in the next few lessons. He will also learn about numbers, shapes and colors. He will even learn to read some familiar words as he continues along in the program.

It is often easier for a child to understand new ideas like big and little, if he can see and feel and work with many different kinds of big and little objects. That is why, in this lesson, he will walk in big and little shoes and make big and little clay balls, before he is asked to tell the difference between big and little footprints on a worksheet.

It is very important to make sure that your child understands the new ideas in the lessons. Don't interrupt a taped lesson to correct or criticize him, however. If he is having trouble, try to figure out why he is confused. Perhaps he did not understand what he was supposed to do, or he may just need more practice with a new idea. Give him a chance to review the old material before going on to something new. Remember, no one is pushing him to finish the program by a certain time. It is not important how quickly he gets through the lessons. What is important is that he grasp the ideas in them.

Beginning with this lesson, you will find a supplementary section called Hints for Parents at the end of each script. This section includes several extra worksheets with directions for their use. From time to time you will also find suggestions for different kinds of activities to help your child understand new ideas he is learning.

A word of caution: Never force your child to do more than he is clearly eager to do. If you think he needs more review before going on to the next lesson, give him the extra worksheets later on in the day. Or use them the next day instead of a taped lesson. Weekends are also a good time to use the extra activities. Save those you do not use so you'll have them whenever your child needs more practice or wants more "work" to do. If you need additional copies of any of the worksheets, ask your Learning Helper.

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What This Lesson Does

Introduces the ideas of big and little.
Gives your child practice counting from one to two.
Helps him understand the meaning of one and two.
Strengthens his finger muscles and helps him learn to control them.

Materials You Will Need

1 Worksheet
A pair of grownup's shoes
Playdoh, divided into two pieces (one large, one small)
Magic marker
Crayons
2 Buttons
3 Cloves (or whatever else you wish to use)

TAPING

We're going for a long walk today, (child's name) -- all the way to Snow Country. You'll need some warm shoes to get there. Look at the shoes by the tape recorder. Whose are they? ..(Pause).. They're daddy's (or whoever else's shoes you are using). .. Take your shoes off and put them next to daddy's. ..B E E P.. Point to the little shoes. ..(Pause).. Whose are the little shoes? .. Your shoes are the little shoes, aren't they? Point to the big shoes. .. Whose are the big shoes? .. Daddy's shoes are the big shoes. That's right! ..(Long pause)..

Now take one of daddy's big shoes. .. Put one foot in it. .. There's another big shoe. Put your other foot in the other big shoe. ..(Long pause).. Do you have daddy's two shoes on? .. Count them. . One. . two. . Two big shoes. Can you walk in the two big shoes? I hope so, (child's name), because we have a long way to go. Take little steps first. . . one. . two. . one. . two. . one. . two. . Are you taking little steps? . . . Now take big steps. .

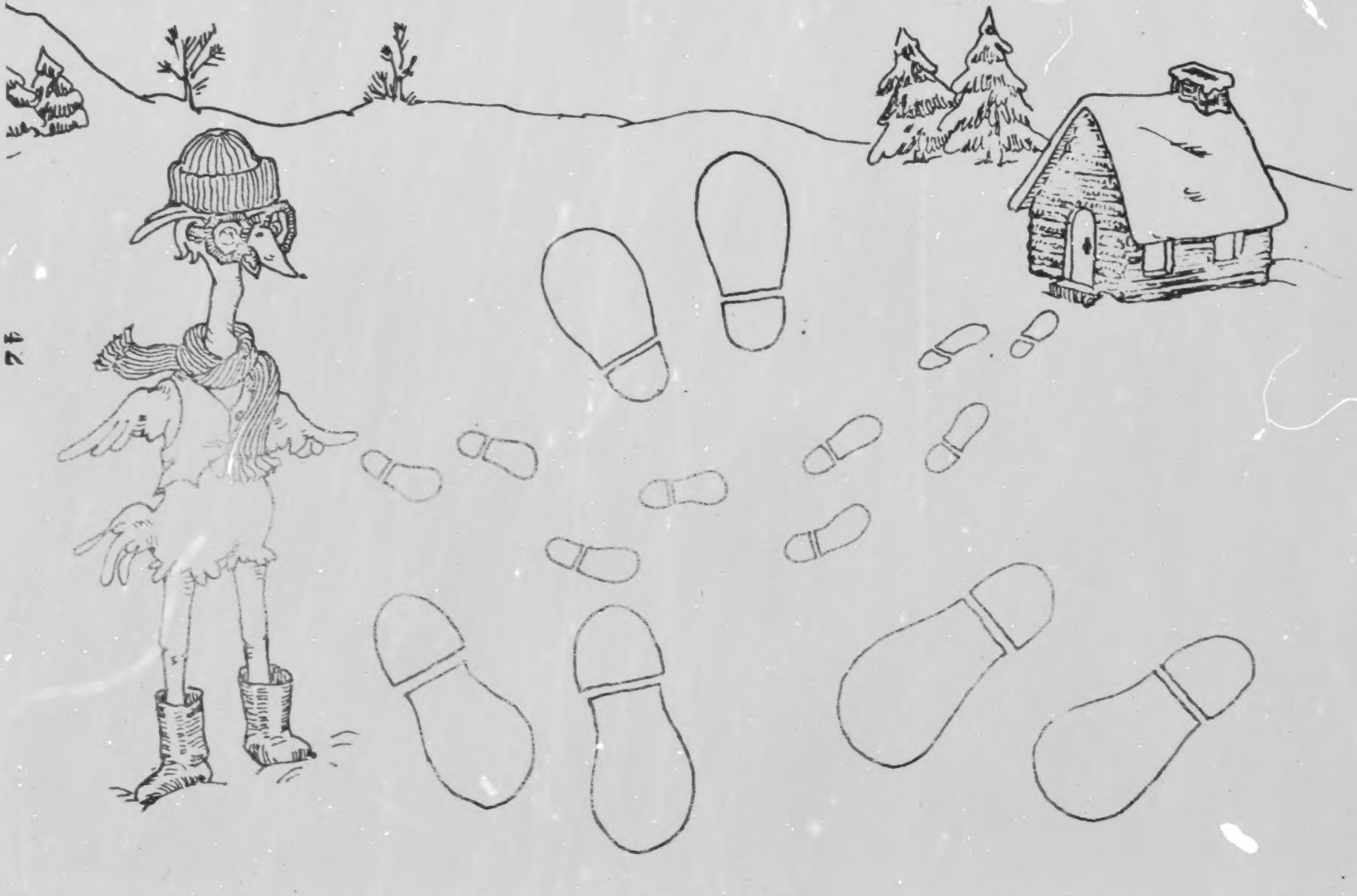
One....two....one....two....one....two....We're almost in Snow Country. Two more big steps will do it. . One. . two. . Good! Here we are! You can take off the big shoes now. ..(Long pause).. Now go back to the tape recorder. .. (Long pause)..

My, it's beautiful in Snow Country. Everything's covered with -- guess what? ..(Pause).. Snow, that's right. Cold, white snow. Let's make a snowman. Get the clay out of the box. ..B E E P.. How many pieces of clay are there? ..(Pause).. Two pieces -- one big piece and one little piece. Take the little piece and roll it into a nice round ball. If you need help, call me. ..B E E P..

You made a fine ball, (child's name). That will be your snowman's head. Now he needs a body. Make another ball out of the big piece of clay. ..B E E P.. Good work, (child's name)! How many clay balls do you have? Did you say two? You're right. One big ball and one little ball made two balls. Take the little ball. ..(Pause).. Put it on top of the big ball. ..(Long pause).. There! You've made a snowman! Now give him a face. Take two cloves (or whatever else you are using), and give the snowman two eyes. ..B E E P.. There's one more clove. That can be the snowman's nose. ..B E E P.. He needs a mouth, too. Use your magic marker and draw a mouth. ..B E E P.. I bet the snowman would like to wear those buttons, too. Put them on. ..B E E P.. How many buttons does he have? Count them. .. One. . two. . buttons. Very good, (child's name)! What a handsome snowman!

Brrrrr! It's cold here in Snow Country. We'd better go on home. Do you remember the way? Get the worksheet out of your folder. ..B E E P.. What do you see? ..(Pause) .. Lots of footprints, big ones and little ones. If we follow the right footprints, we can find our way home. But how can we tell which ones to follow? .. Oh, look!

There's Rudy Reader! I bet he knows which footprints to follow. Rudy says color all the little footprints. Thank you, Rudy! Get your crayons, (child's name). ..(Pause).. Careful, now: Color just the little footprints and you'll find the way back home. ..B E E P..



HINTS FOR PARENTS

Today your child learned about BIG and LITTLE.

Here are some more worksheets that will give him extra practice with these new ideas. Try to find a time for him to work when he is rested and looking for something to keep him busy. Never force him to work when he doesn't want to. Learning should be fun, not a chore.

Give your child the worksheets, one at a time. Read the directions at the bottom of the page, so he will know what he is to do with each one.

There are several more ways you and others in the family can help your child practice the new ideas he is learning.

Here are some suggestions to teach him about BIG and LITTLE.

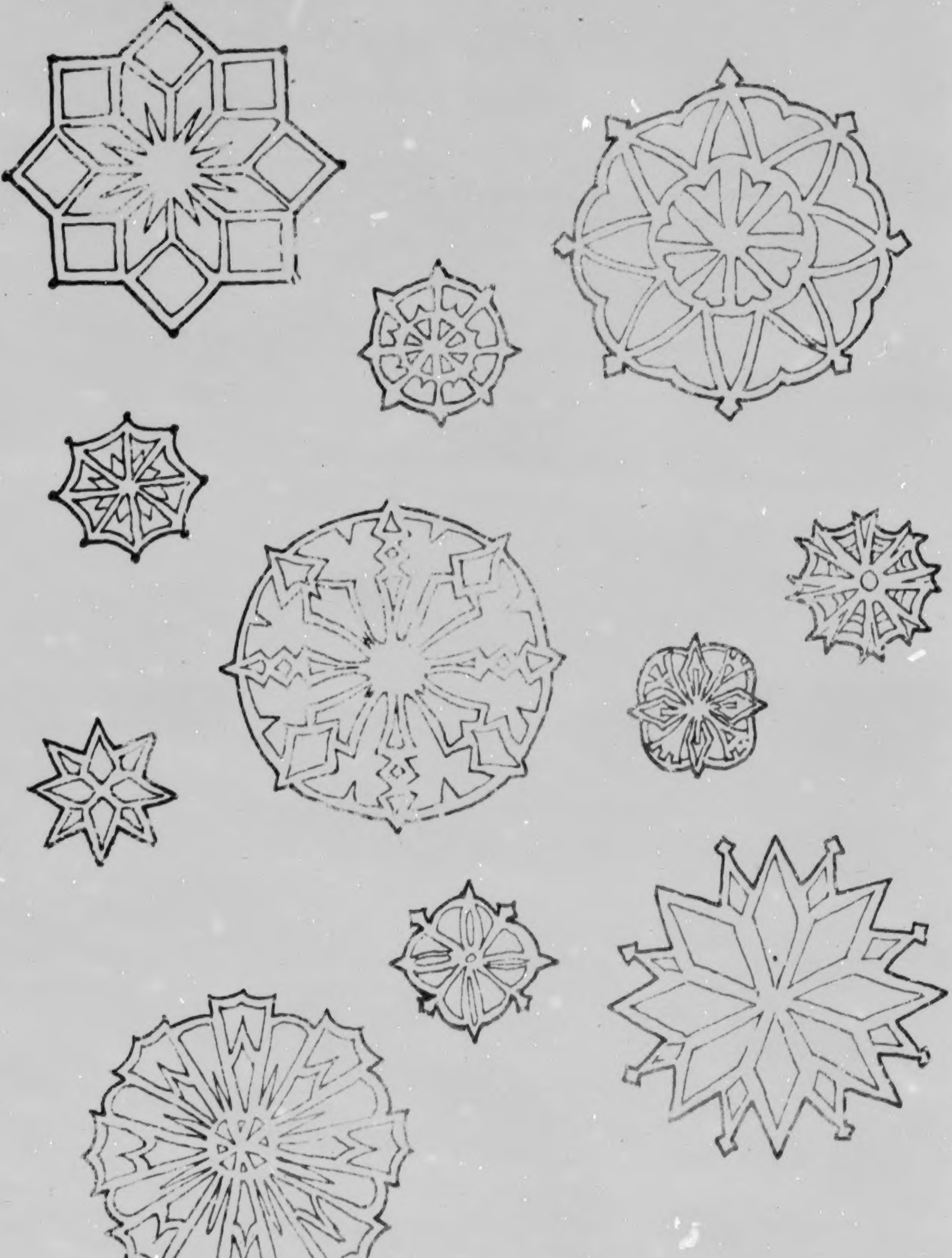
1. Talk to him about things that are big and little. If you're in the living room, for example, you might ask him to sit on a big chair and then a little chair. In the kitchen, he can find a big plate and a little plate, or a big pan and a little pan. Once he gets the idea, let him look for other things around the house that are big and little.

2. If your child likes to draw, let him draw things that are big and little. Suggest things that interest him. You might ask him to draw a big airplane and a little airplane, a big hat and a little hat, etc.

3. If someone else in the family is good at drawing, he might enjoy making simple worksheets like the ones your child is using in the program. For instance, he could draw a page of big and little robots, space ships, dolls or any other things that he knows interest your child.

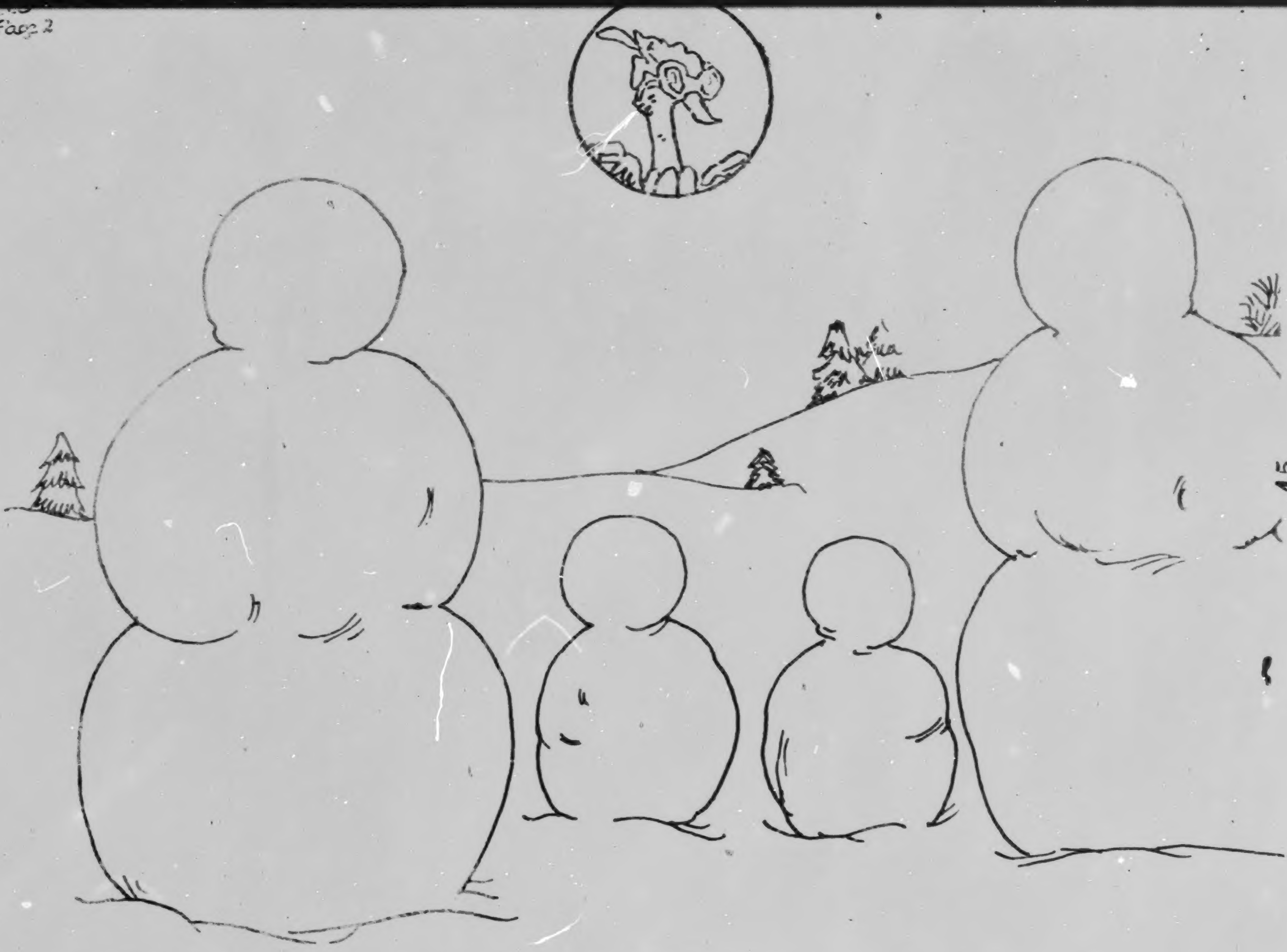
4. Sorting games are fun and can be used to teach all kinds of things. If you have a collection of buttons, you can pick out some big and little ones. Put them all together in a small bowl. Then ask your child to put them in two piles, the big ones in one pile, the little ones in the other. You might also ask your child to separate big and little spoons or big and little forks, if you have two sizes.

II-3
Page 1



Color all the little snowflakes.

Page 2



Count the big snowmen. Count the little snowmen. Draw hats on the big snowmen. Draw buttons on the little snowmen. Draw faces on all the snowmen. Give the little snowmen pipes. Draw scarves on the big snowmen. (Make any other suggestions you can think of)

LESSON SEVEN

Instructions

Today your child will learn about circles. He will also do some more counting and see the numerals 1 and 2. The last activity in the lesson is a candy store game to be played with five real pennies. If you like, you can have a piece of candy or gum for your child to buy at the end of the game. If you do, give him an extra penny and use the optional second ending in the script. Before the lesson begins, put the pennies in a small envelope, on which you have written your child's name, as it appears on the folder.

What This Lesson Does

Introduces your child to the shape called a circle.
Reviews the idea of big and little.
Gives him some more practice counting to two.
Shows your child what the numerals 1 and 2 look like.
Helps him understand the meaning of quantity.

Materials You Will Need

2 worksheets
Crayons
Magic marker
5 pennies in a small envelope (If you are using candy or gum at the end of the lesson, you will need 6 pennies)
Candy or gum (Optional)

Taping

Mmmmmmmm! Guess where we're going today, (child's name)! To the candy store! Get the worksheet with the picture of Rudy at the top of the page. . B E E P. . . What do you see, (child's name)?. . (Pause). . Lots of round shapes. Do you know what those round shapes are called?. . (Pause) . . They're circles. Point to some of the little circles. . (Pause). . The little circles are make-believe M and M candies. Get your crayons and color all the little circles. . B E E P. . .

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Very good, (child's name). Now point to some of the big circles. . (Pause). . They're supposed to be lollipops, but someone forgot the sticks. Get your magic marker. . (Pause). . Draw sticks on all the big circles. . . BEEP. . . You made some delicious looking candy, (child's name). If you like, you can color the lollipops you made. . . BEEP. . . .

Can you be a piece of candy, (child's name)?. . Pretend you're a candy cane. . Stand up. . (Long Pause). . Now stretch your arms up over your head. . (Pause). . Now bend over like a candy cane. . (Pause). . Swing back and forth. . back and forth. . . back and forth. . . just like a candy cane . on a Christmas tree. . . Very good, (child's name)!

Now be some bubble gum. Make a round bubble with your arms. First make a little bubble. . (Pause). . Now make your bubble bigger. . and bigger. . and bigger. . and BIGGER. . and POP! Your bubble burst! Too bad!

Now be a peppermint stick. Stand up tall and straight as you can. . (Pause). . Good, (child's name). . Oops! Somebody took a bite out of you! Bend your knees, you're not so tall any more. . (Pause). . Oops! There goes another bite! Ben your knees some more. . (Pause). . Crunch! Somebody's very hungry, and you're getting very little. . Oh, oh, there goes the last piece! Get all the way down to the ground. . (Pause). . You must have been a delicious peppermint stick, to get eaten up so fast.

Now we'll play a candy-store game. Get the other worksheet. . (Pause) . . How would you like to buy some of that candy?. . Then get the little envelope that has your name on it. . (Pause). . Put your finger on the letters that say (child's name). . (Pause). . Now look inside. What do you see?. . (Pause). . Pennies! Take them out of the envelope. . (Pause). . Do you know what shape pennies are?. . (Pause). . They're circles, round circles. Look at the worksheet. Point to some candies that are circles like the pennies. . (Pause). They're gumballs. Let's buy a round gumball. Put one penny on the cup of gumballs. . (Pause). . Now let's buy a big candy cane. Point to the jar of big candy canes. . (Pause). . There's a number two on the jar. They cost two pennies. Point to the number two on the big candy canes. . (Pause) . . Put two pennies down on the two. . (Pause). . Good! . . . Say, do you have enough pennies left for a little candy cane too?. . Point to the little candy canes. . (Pause). . There's a number one on that jar. Put your finger on the one. . (Pause). . Do you have one penny?. . Put it down on the one. . (Pause). . Now how many pennies do you have left, (child's name)?. . (Pause). .

(Note to parent: If you have a piece of candy for your child, skip to the second paragraph below.)

Did you say one? You're absolutely right! Look at the rest of the candies on the worksheet. Can you find some that cost one penny?. . . You can buy anyone you want with the penny you have left. When you're finished, call me so I can see which candy you picked. . BEEP. . . . .

Optional ending: Did you say two: one. . two. . pennies?. . . You're absolutely right, (child's name)! Look at the rest of the candies on the worksheet. Can you find any that cost one penny?. . . Take one penny. . . Put it on a candy that has a one on it. . (Pause). . Now how many pennies are left?. . (Pause). . Did you say one, one penny left?. . . Bring it to me. I have something you can buy with it. . BEEP. . . . .

LESSON SEVEN

Instructions

Today your child will learn about circles. He will also do some more counting and see the numerals 1 and 2. The last activity in the lesson is a candy store game to be played with five real pennies. If you like, you can have a piece of candy or gum for your child to buy at the end of the game. If you do, give him an extra penny and use the optional second ending in the script. Before the lesson begins, put the pennies in a small envelope, on which you have written your child's name, as it appears on the folder.

What This Lesson Does

Introduces your child to the shape called a circle.
Reviews the idea of big and little.
Gives him some more practice counting to two.
Shows your child what the numerals 1 and 2 look like.
Helps him understand the meaning of quantity.

Materials You Will Need

2 worksheets
Crayons
Magic marker
5 pennies in a small envelope (If you are using candy or gum at the end of the lesson, you will need 6 pennies)
Candy or gum (Optional)

Taping

Mmmmmmmm! Guess where we're going today, (child's name)! To the candy store! Get the worksheet with the picture of Rudy at the top of the page. . B E E P. . . What do you see, (child's name)?. . (Pause). . Lots of round shapes. Do you know what those round shapes are called?. . (Pause) . . They're circles. Point to some of the little circles. . (Pause). . The little circles are make-believe M and M candies. Get your crayons and color all the little circles. . B E E P. . .

Very good, (child's name). Now point to some of the big circles. . (Pause). . They're supposed to be lollipops, but someone forgot the sticks. Get your magic marker. . (Pause). . Draw sticks on all the big circles. . . B E E P. . . You made some delicious looking candy, (child's name). If you like, you can color the lollipops you made. . . B E E P. . . .

Can you be a piece of candy, (child's name)?. . Pretend you're a candy cane. . Stand up. . (Long Pause). . Now stretch your arms up over your head. . (Pause). . Now bend over like a candy cane. . (Pause). . Swing back and forth. . back and forth. . . back and forth. . . just like a candy cane . on a Christmas tree. . . Very good, (child's name)!

Now be some bubble gum. Make a round bubble with your arms. First make a little bubble. . (Pause). . Now make your bubble bigger. . and bigger. . and bigger. . and BIGGER. . and POP! Your bubble burst! Too bad!

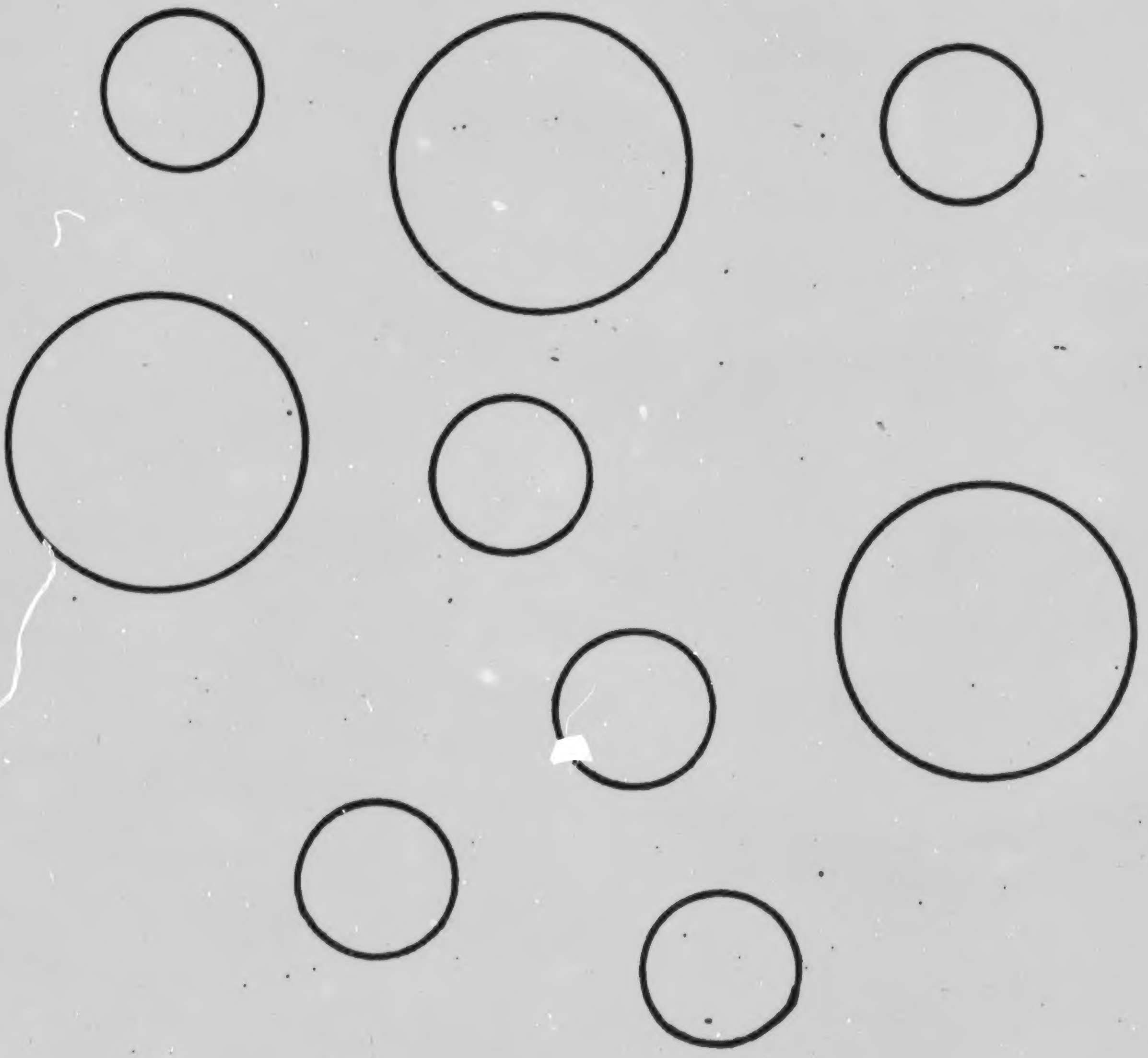
Now be a peppermint stick. Stand up tall and straight as you can. . (Pause). . Good, (child's name). . Oops! Somebody took a bite out of you! Bend your knees, you're not so tall any more. . (Pause). . Oops! There goes another bite! Ben your knees some more. . (Pause). . Crunch! Somebody's very hungry, and you're getting very little. . Oh, oh, there goes the last piece! Get all the way down to the ground. . (Pause). . You must have been a delicious peppermint stick, to get eaten up so fast.

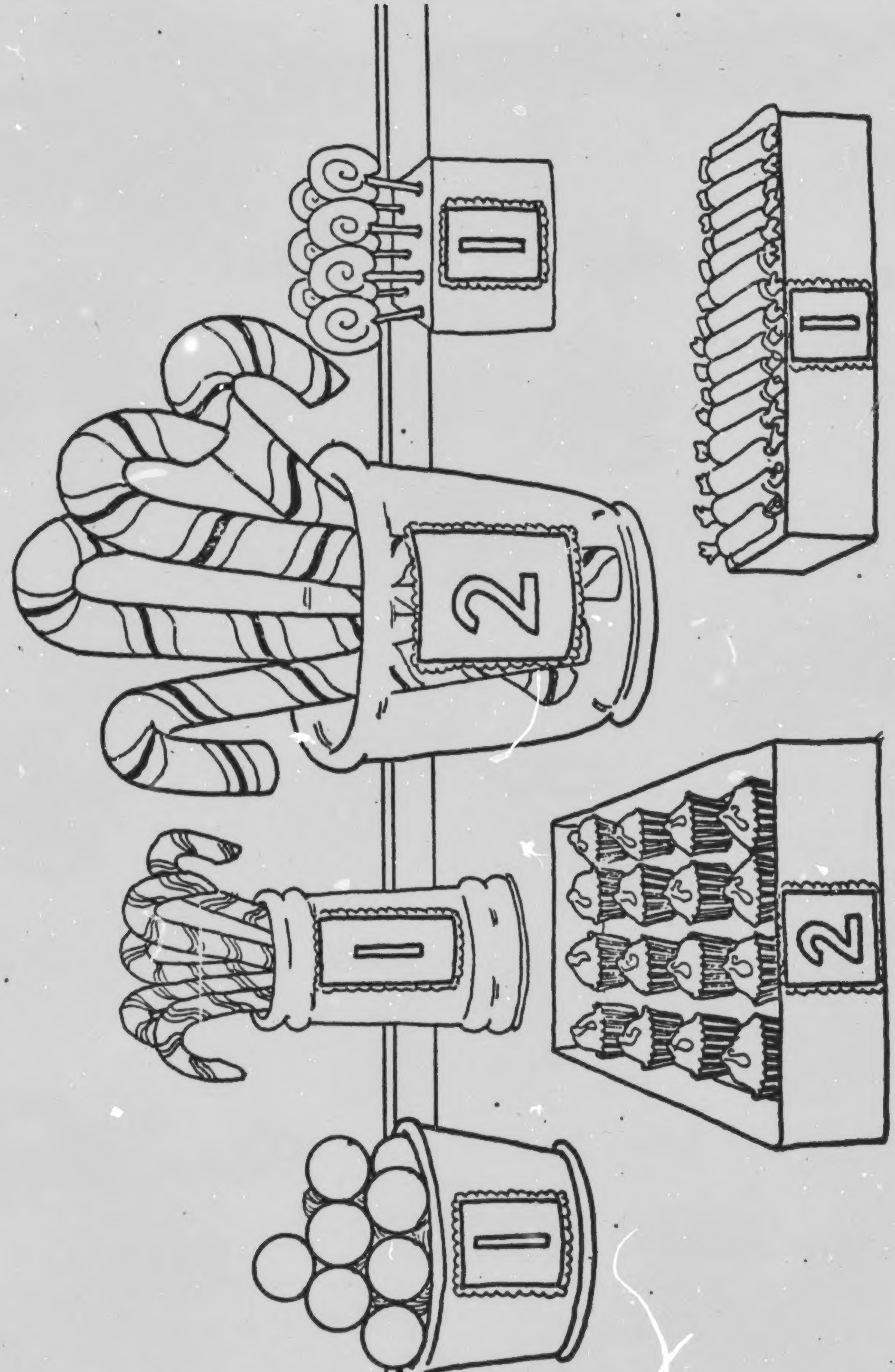
Now we'll play a candy-store game. Get the other worksheet. . (Pause) . . How would you like to buy some of that candy?. . Then get the little envelope that has your name on it. . (Pause). . Put your finger on the letters that say (child's name). . (Pause). . Now look inside. What do you see?. . (Pause). . Pennies! Take them out of the envelope. . (Pause). . Do you know what shape pennies are?. . (Pause). . They're circles, round circles. Look at the worksheet. Point to some candies that are circles like the pennies. . (Pause). They're gumballs. Let's buy a round gumball. Put one penny on the cup of gumballs. . (Pause). . Now let's buy a big candy cane. Point to the jar of big candy canes. . (Pause). . There's a number two on the jar. They cost two pennies. Point to the number two on the big candy canes. . (Pause) . . Put two pennies down on the two. . (Pause). . Good! . . . Say, do you have enough pennies left for a little candy cane too?. . Point to the little candy canes. . (Pause). . There's a number one on that jar. Put your finger on the one. . (Pause). . Do you have one penny?. . Put it down on the one. . (Pause). . Now how many pennies do you have left, (child's name)?. . (Pause). .

(Note to parent: If you have a piece of candy for your child, skip to the second paragraph below.)

Did you say one? You're absolutely right! Look at the rest of the candies on the worksheet. Can you find some that cost one penny?. . . You can buy anyone you want with the penny you have left. When you're finished, call me so I can see which candy you picked. . BEEP. . . . .

Optional ending: Did you say two: one. . two. . pennies?. . . You're absolutely right, (child's name)! Look at the rest of the candies on the worksheet. Can you find any that cost one penny?. . . Take one penny. . . Put it on a candy that has a one on it. . (Pause). . Now how many pennies are left?. . (Pause). . Did you say one, one penny left?. . . Bring it to me. I have something you can buy with it. . BEEP. . . . .

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HINTS FOR PARENTS

Today your child learned about CIRCLES and worked with the numbers 1 and 2.

He reviewed the idea of BIG/LITTLE and is learning to recognize his own name.

. . . .

Here are suggestions for more ways you can help your child learn these new ideas:

1. Give him the worksheets, making sure he knows what to do with each one before he begins.

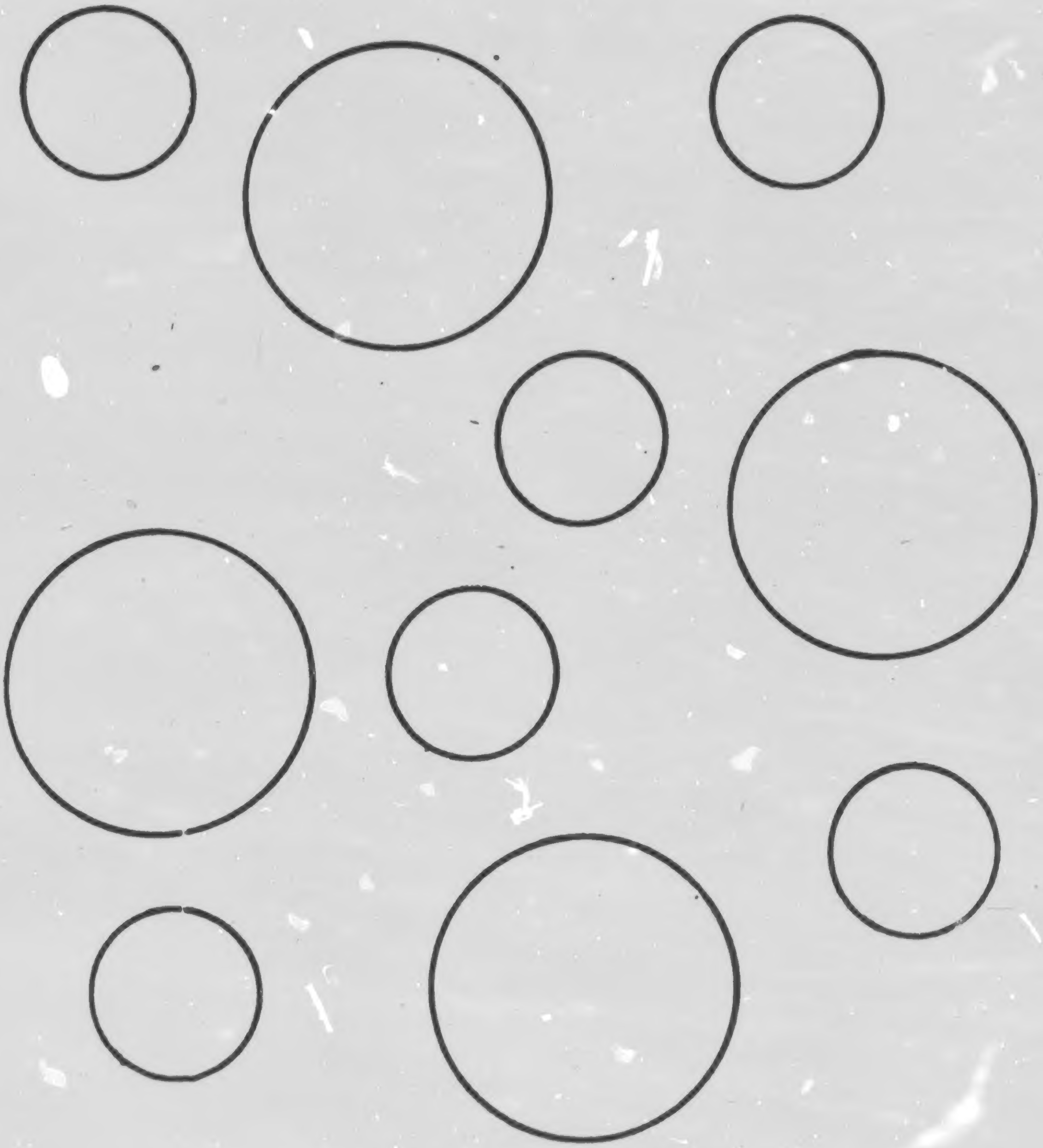
2. Your child might enjoy making circles by tracing around jar tops of different sizes. If someone else in the family will trace some jar tops, too, it's fun to guess which top made which circle.

3. Another way to help your child learn about round shapes is to show him how to make rubbings. Put a penny underneath a sheet of paper. When you rub over the coin with a crayon, its imprint will appear on the page. If your child enjoys doing this, he can make a page of pennies of different colors.

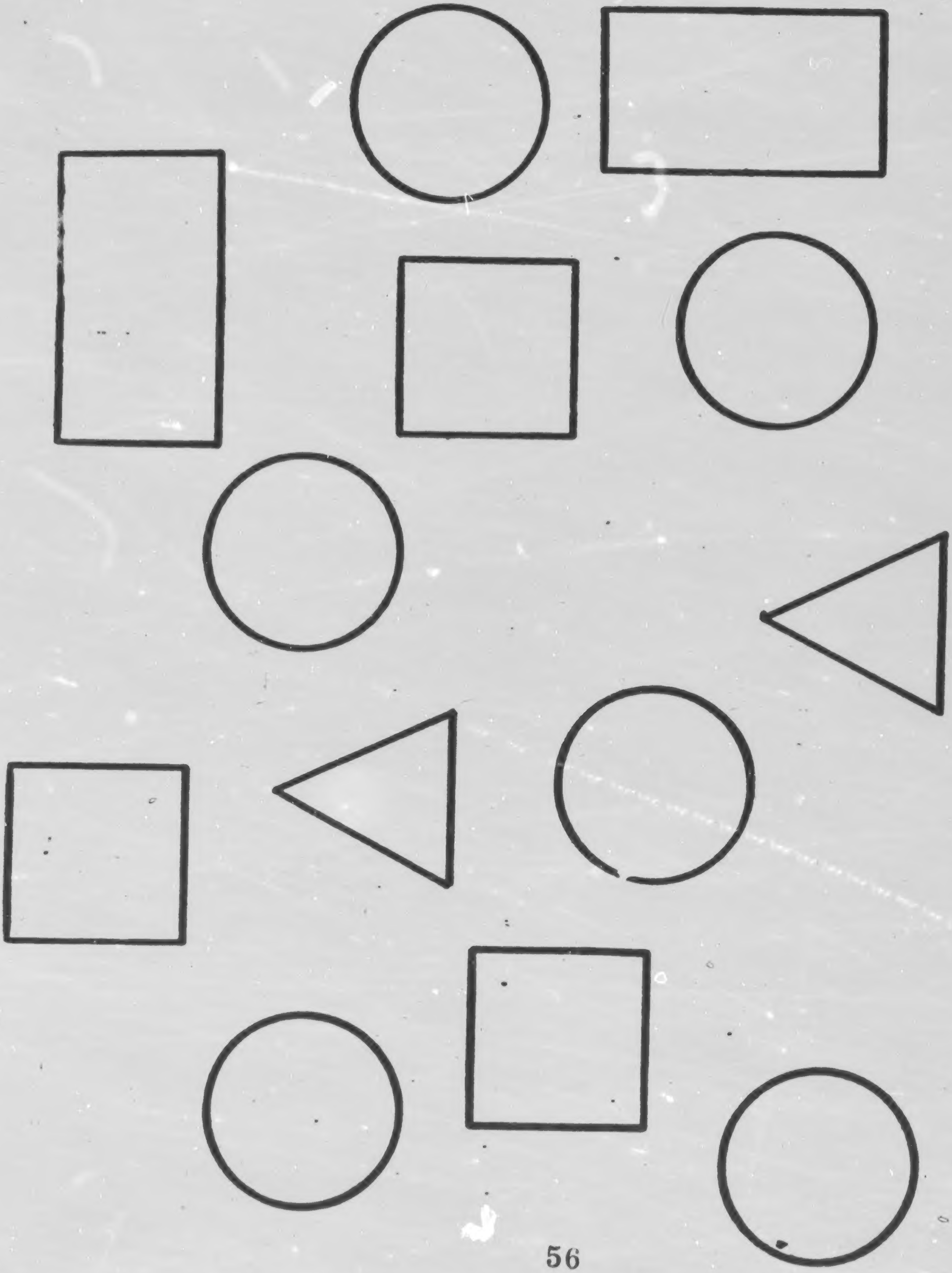
4. The whole family can help your child learn about circles by playing a simple guessing game with him. Around the dinner table or driving in the car are good times to play "thinking" games like the following:

The first person says, "I'm thinking of something that's round like a circle. It's bigger than a house and you can only see it during the day. What is it?" The answer, of course, is the sun. Whoever guesses the right answer gets the next turn. You'll be surprised at how many round things you can think of - plates, a clock, tomatoes, phonograph records, wheels, etc.

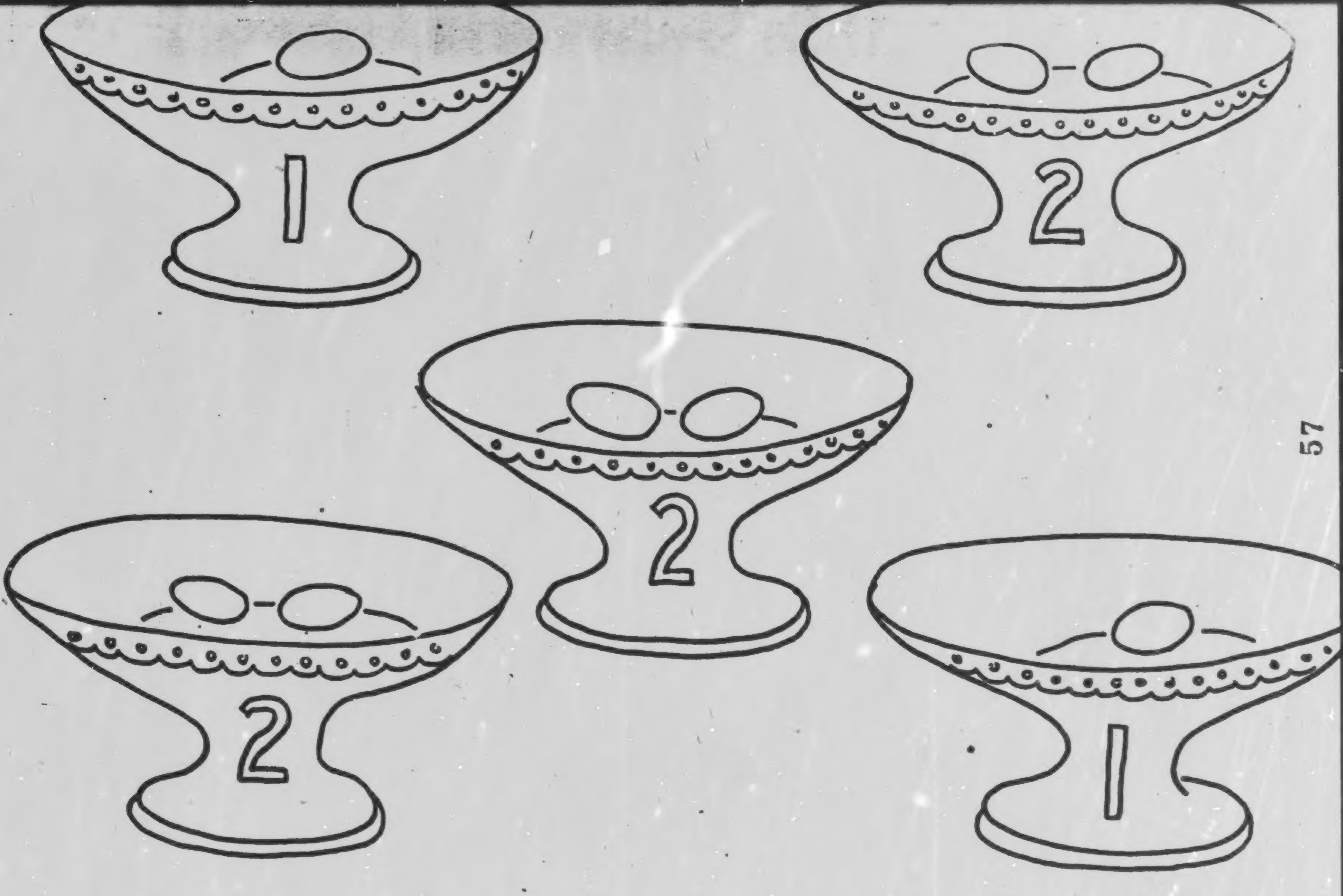
5. To help your child learn to recognize his name, write his name on pieces of paper about the size of a playing card. Make sure he knows what the word is on the cards. Then help him tape the cards to things that belong to him: his bed, his chair, his drawer, etc. The more he sees his name around the house, the sooner he'll learn to recognize it.



Draw stripes (or faces) on all the big circles.
Make dots on all the little circles.



These are SHAPE CANDIES. Color all the circles.



Candy Dishes

For this activity you will need 8 beans, pieces of cereal, buttons or other small objects. Tell your child to pretend the beans or buttons are candy. Ask him to put the right number of pieces in each dish. The candy in the picture will help him do it correctly. Be sure you give him this page before you give him page 4.

LESSON EIGHT

Instructions

In today's lesson your child will review many of the ideas he has learned so far. He will get some more practice with numbers, circles, and the idea of big and little. If he has never pasted before, you may need to help him at first. Show him how to use just enough paste so that the cut-out circles will stick to the page.

The three large circle worksheets (pages 3, 4, and 5) are for a circle game. Print your child's name in the blank circle on page five. Before the lesson begins, fasten the three pages to the floor with tape. You can arrange them in any order, so long as they are close enough so that your child can jump easily from one to another. After he has played the game once he will call you so you can rearrange the circles for him. This time, if you like, you can place them a little farther apart.

You will also need to cut out the three circles on the cut-out page. Put them in a small envelope in your child's folder along with worksheets one and two.

What This Lesson Does

Reviews the ideas of circle and round.
Reviews the ideas of big and little.
Gives your child more practice counting to two.
Reviews the numerals 1 and 2.
Helps your child recognize his own name.

Materials You Will Need

5 worksheets
Cut-out page
Small envelope
Paste or glue
Magic marker

Taping

I have someone special for you to meet today, (child's name). Take the worksheets out of your folder. . B E E P. . . Find page one. . There's a star next to the number one at the top of the page. . (Pause). . That fine fellow is Ship Shapely and he's a Shape Detective. He's always looking for shapes. I think he's found some too. What shape are all those bubbles?. . . (Pause). . They're circles. That's right!

Those bubbles look like they'll pop any minute, before Ship Shapely

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can see them all. If you connect the dots, the bubbles will last longer. Get your magic marker. . (Pause). . Join the dots so Ship Shapely can see the circles. . B E E P. . . Good work, (child's name)!

Ship Shapely likes to play a game with circles. Get down from the tape recorder. . (Pause). . Go stand near the circles I put on the floor. . . (Long Pause). . One circle has some alphabet letters in it. Touch the circle with the word written in it. . (Pause). . Can you read what it says?. . (Pause) . . It says (child's name). You're right ! The other two circles have numbers in them. What number is in the big circle?. . (Pause). . A number one. Touch the circle with the one in it. . (Pause). . What number is in the little circle?. . (Pause). . A two. Good for you! Touch the circle with the two in it. . (Pause). .

Now let's play a circle game. I'll say a little rhyme. It will tell you which circle to stand on. Jump on each circle when I tell you to. Be sure to jump only on the circles, and not on the floor. Are you ready?. . . Then stand on the circle with your name. . (Pause). . Are you on the circle that says (child's name)?. . . Then let's go. (Read slowly):

Jump on one. . (Pause). . Jump on two. . (Pause). .
Jump on (child's name). . (Pause). . Good for you!
Jump on two. . (Pause). . Jump on one. . (Pause). .
Jump on (child's name). . (Pause). . Was that fun?
Now you know just what to do,
Jump on one. . (Pause). . Jump on two. . (Pause). .
Jump on (child's name). . (Pause). . Jump on one. . (Pause). .
Now stand still, because we're done.

What number are you standing on now, (child's name)?. . (Pause). . If you're on circle number one, you won the game! Let's play it again, but we'll move the circles first. Call me and I'll help you. . B E E P. . . .

Are you ready?. . . Stand on the circle with your name. . (Pause). . . Let's go.

Jump on one. . (Pause). . Jump on two. . (Pause). .

Jump on (child's name). . (Pause). . Good for you!

Jump on two. . (Pause). . Jump on one. . (Pause). .

Jump on (child's name). . (Pause). . Was that fun?

Now you know just what to do,

Jump on one. . (Pause). . Jump on two. . (Pause). .

Jump on (child's name) . . (Pause). . Jump on one. . (Pause). .

Now stand still because we're done.

Did you like Ship Shapely's circle game, (child's name)?. . . Now Ship has some more circles to show you. Get your other worksheet. . It has a number two at the top of the page. (Pause). . There's Ship, and it looks like he's in trouble. He wants to go for a bike ride, but look! The wheels are missing! Get the envelope and take out what's inside. . (Long Pause). . What did you find, (child's name)?. . (Pause). . Some circles. That's right! How many big circles?. . (Pause). . One big circle. How many little circles? . . (Pause). . Two little circles. Now get the paste (or glue). . (Pause). . Now look at the worksheet. There are numbers where the wheels belong. Point to the numbers. . What numbers are they?. . (Pause). . Two is right. Put a little paste on the two number twos. If you need help, call me. . B E E P. . Now get the two little circles. . The little circles will be wheels. Stick them down on the number twos. . B E E P. . . Good work, (child's name)! Now Ship can go for his bike ride.

Uh, oh! It looks like rain! You can stop the rain, (child's name)! Get the big circle. The big circle will be the sun. Point to the number one on the page. . (Pause). . Put some paste on the number one. . B E E P. . . Now stick the big circle down on the number one. . B E E P. . . What a beautiful sunny day you made, (child's name)! Ship Shapely thanks you and so do I. . B E E P. . . . .

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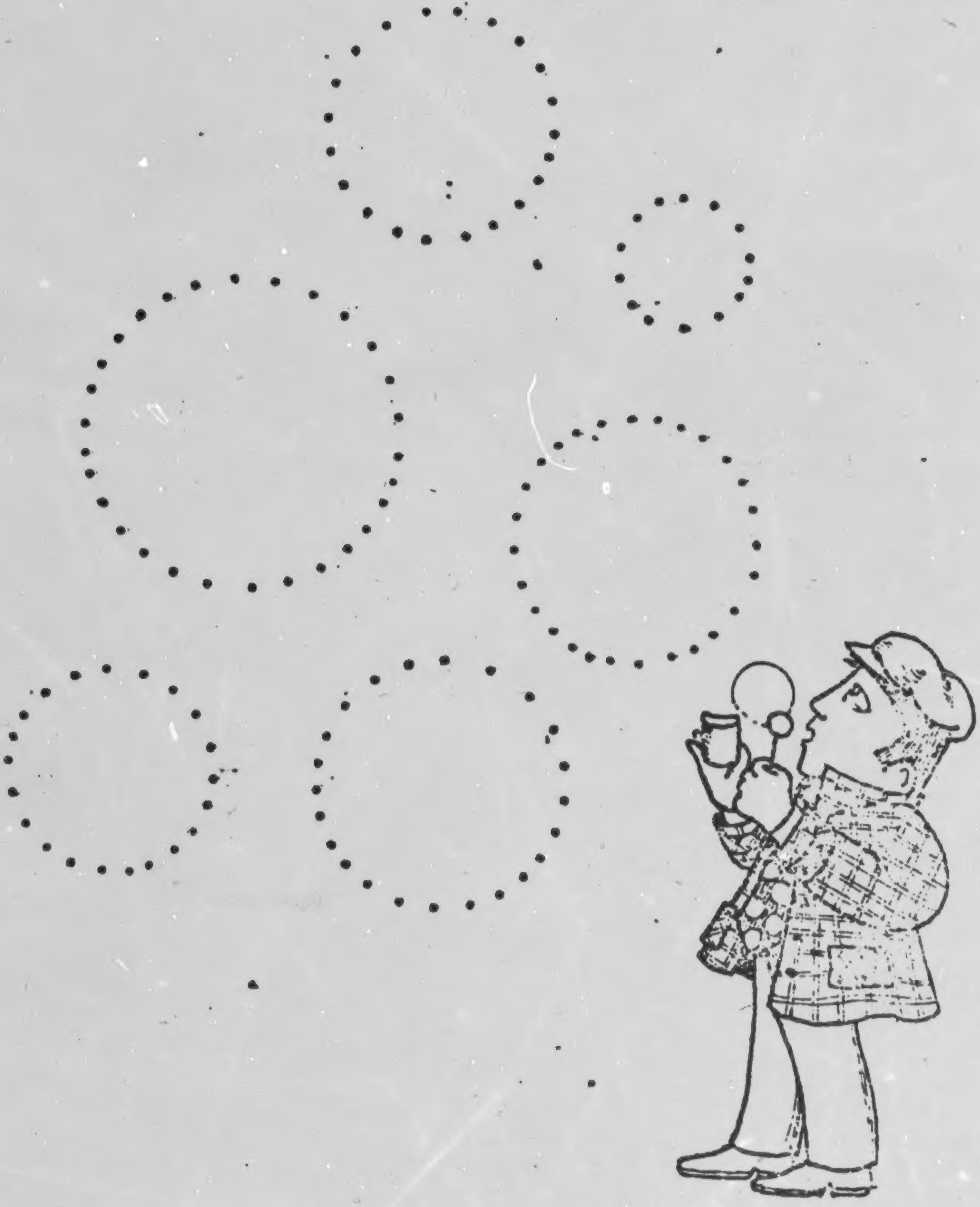

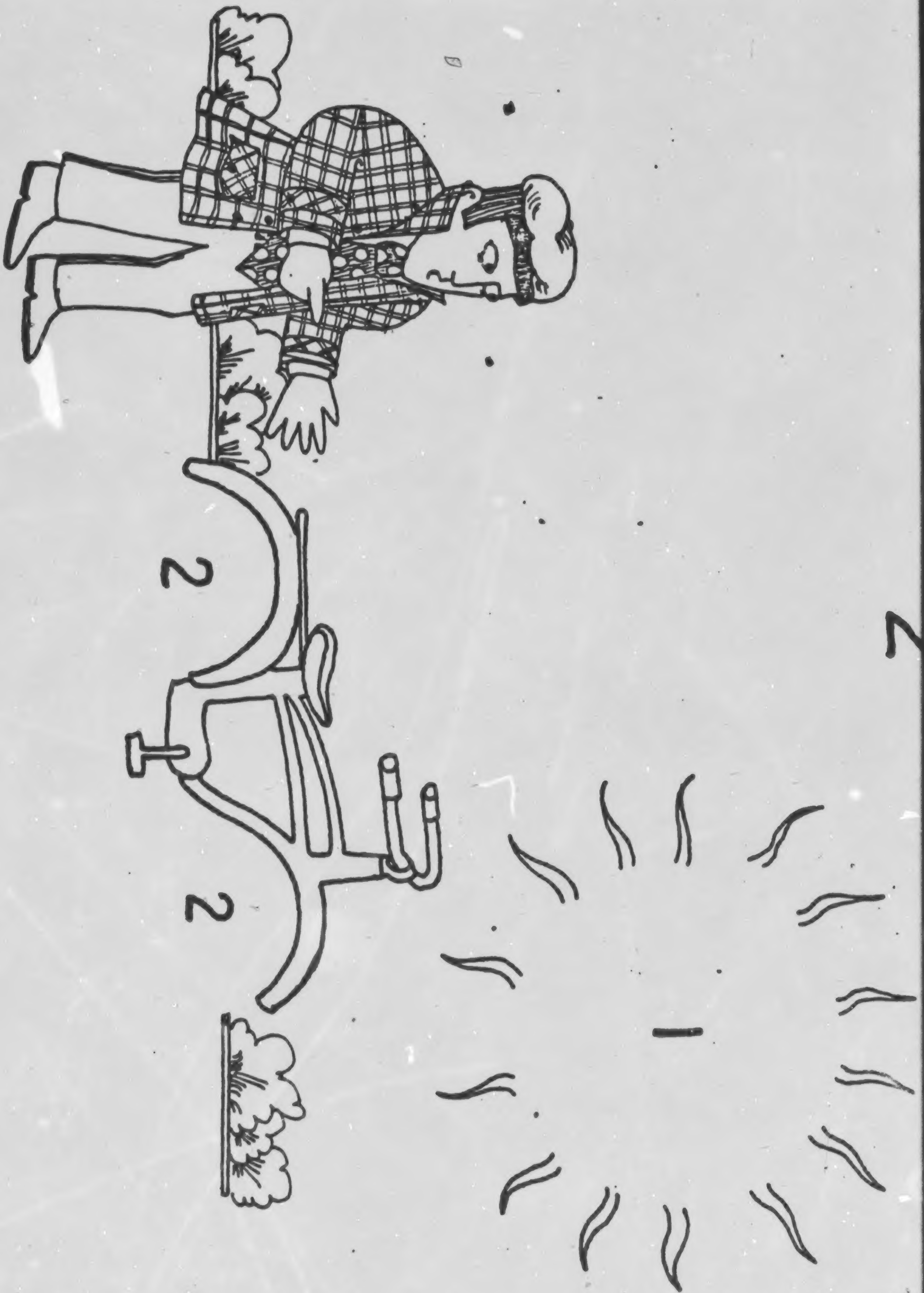
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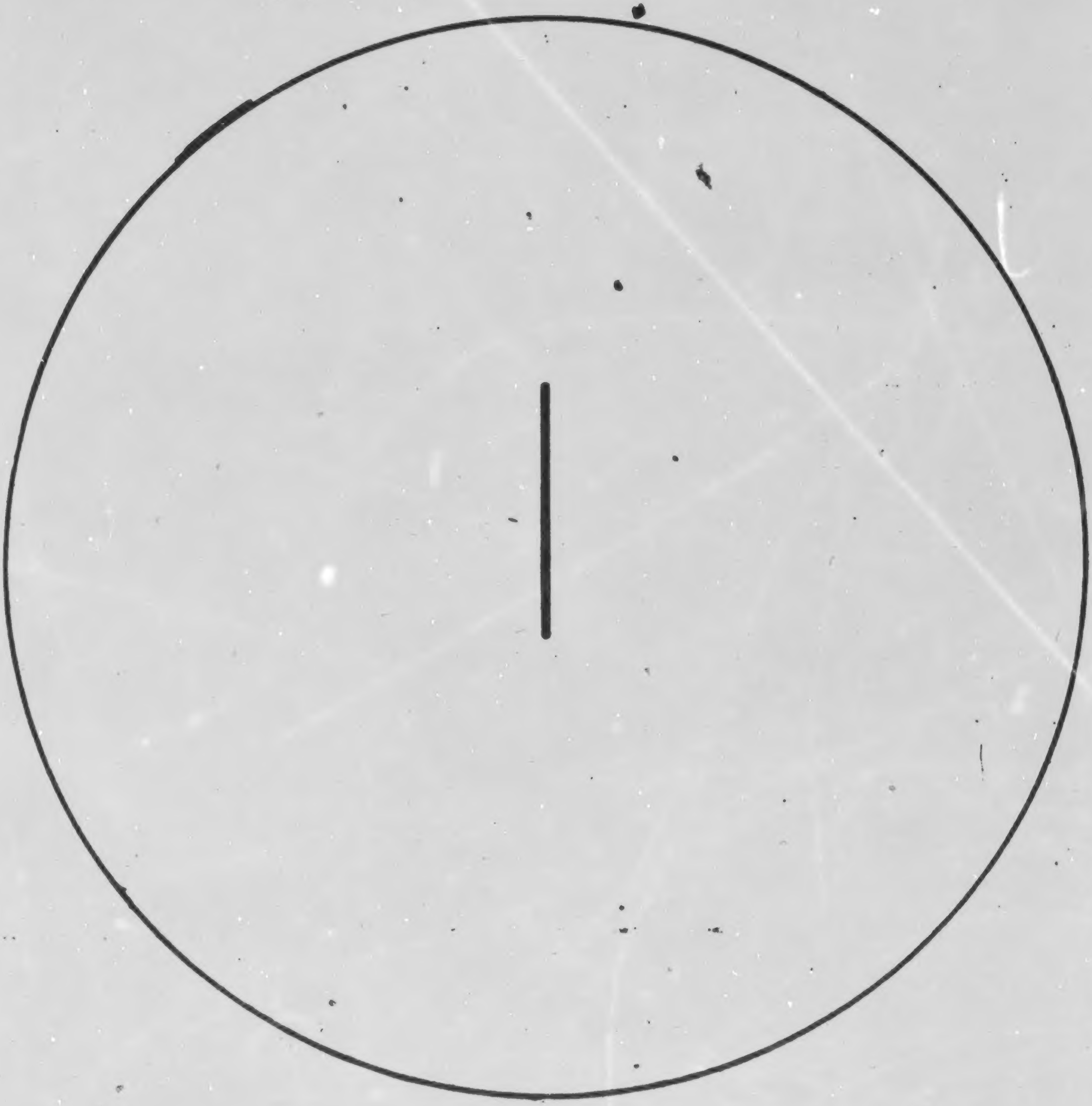

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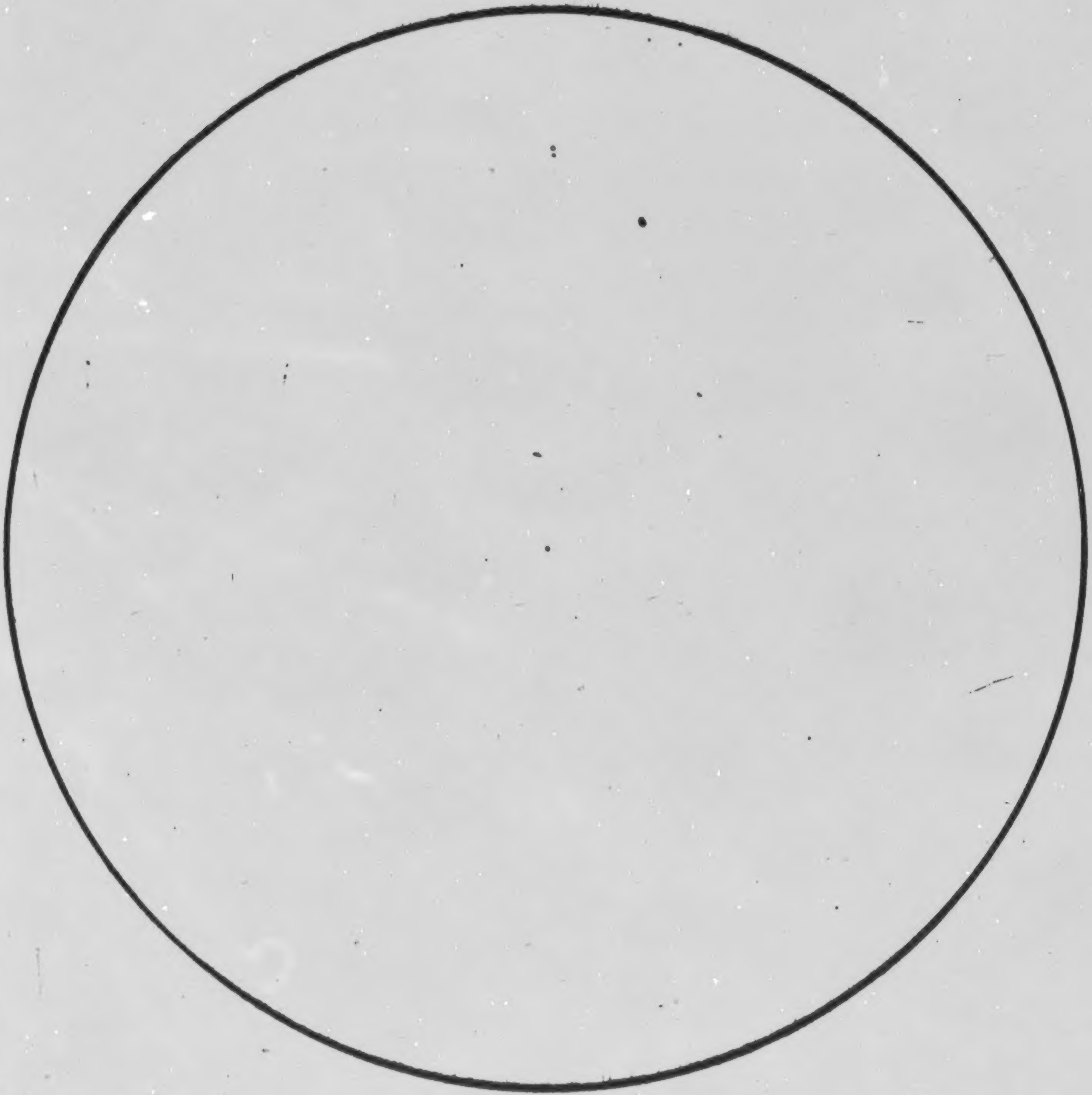
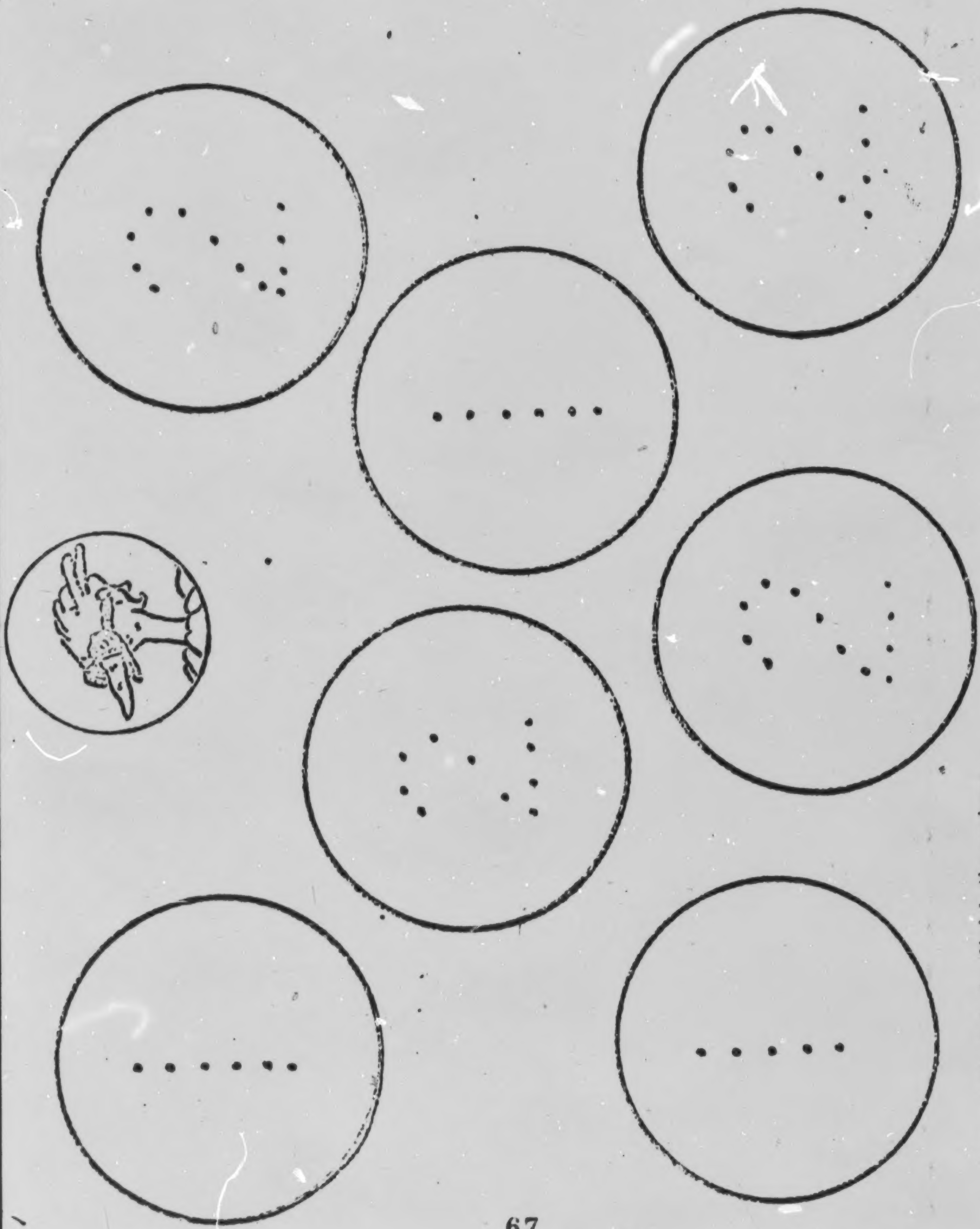
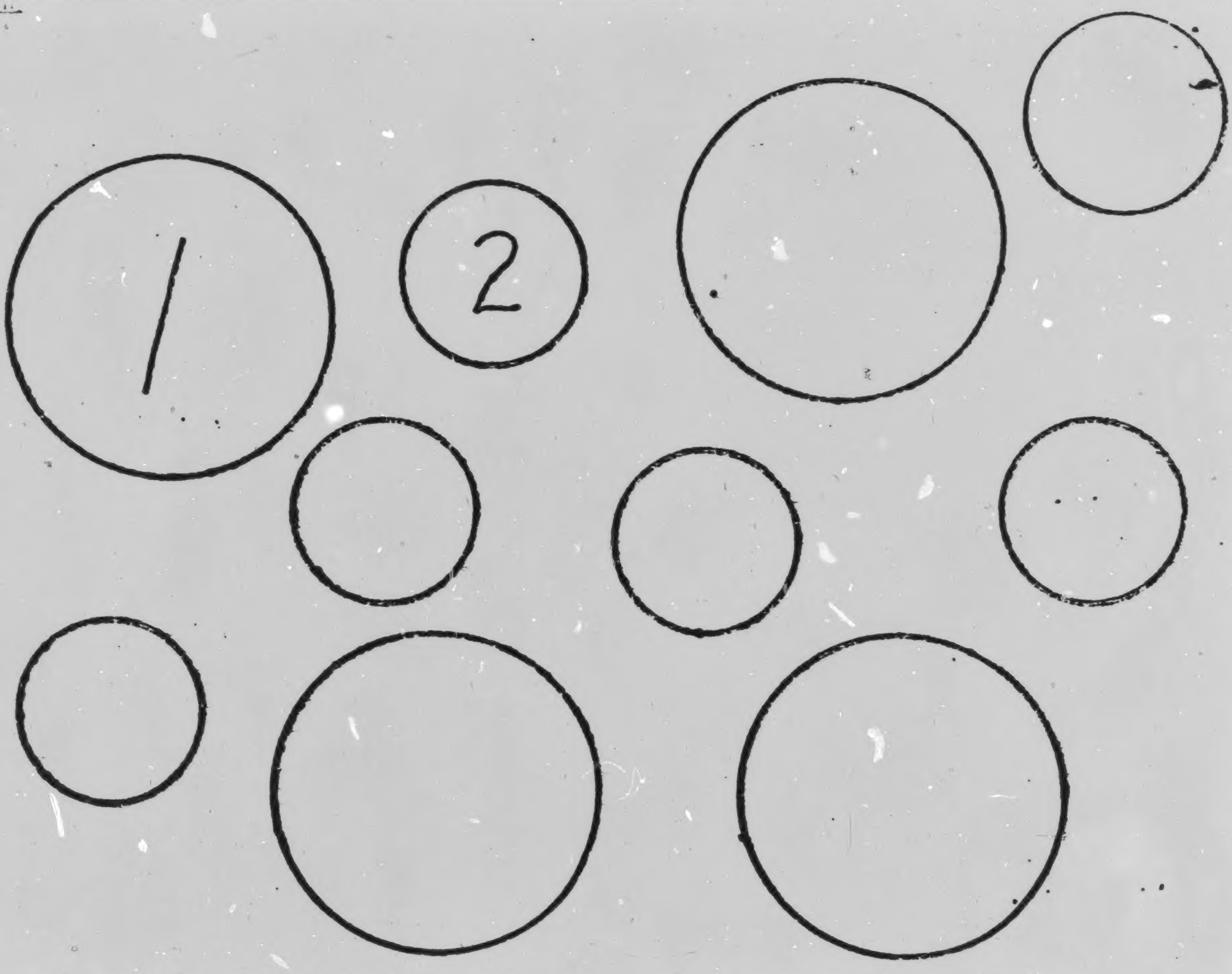
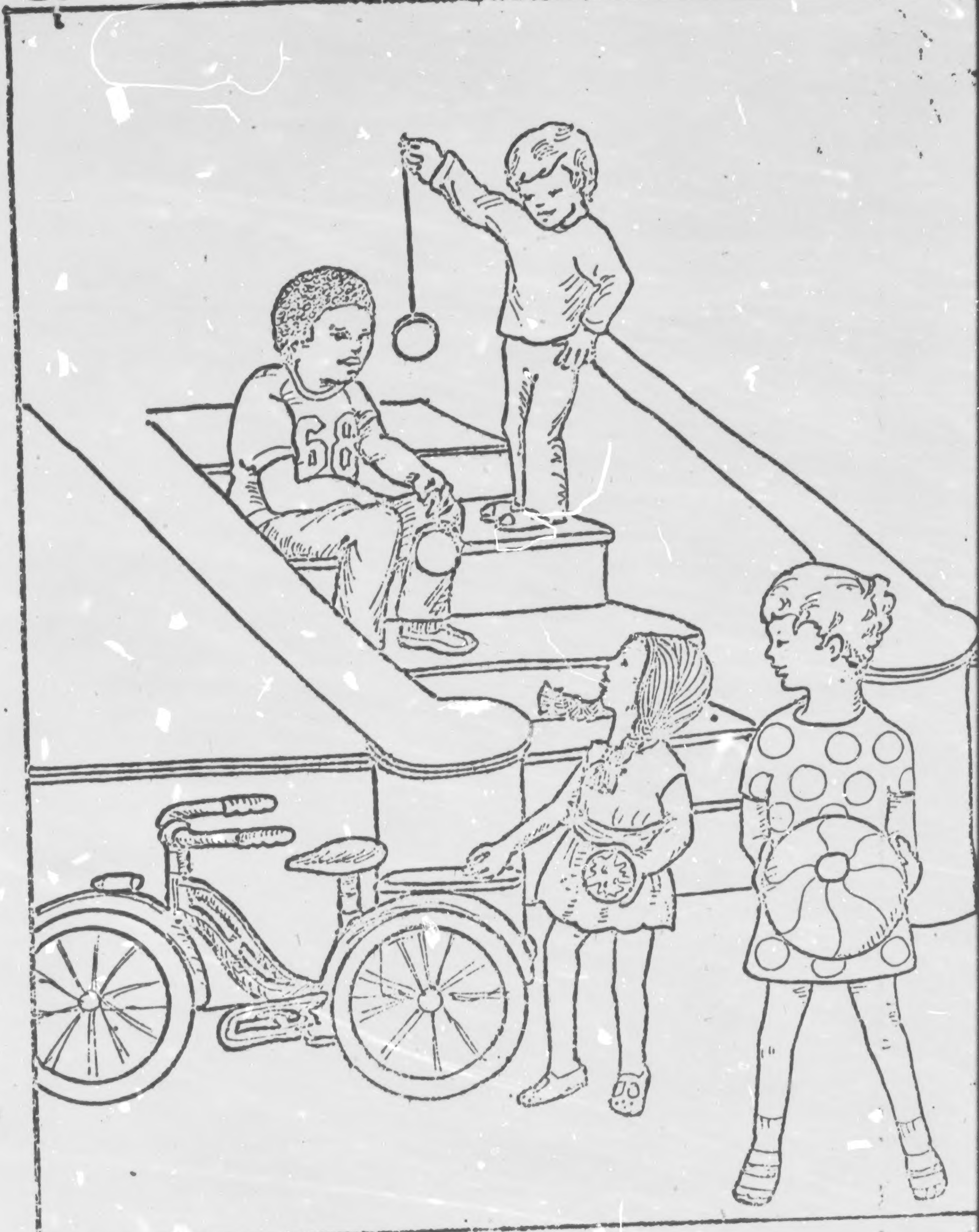




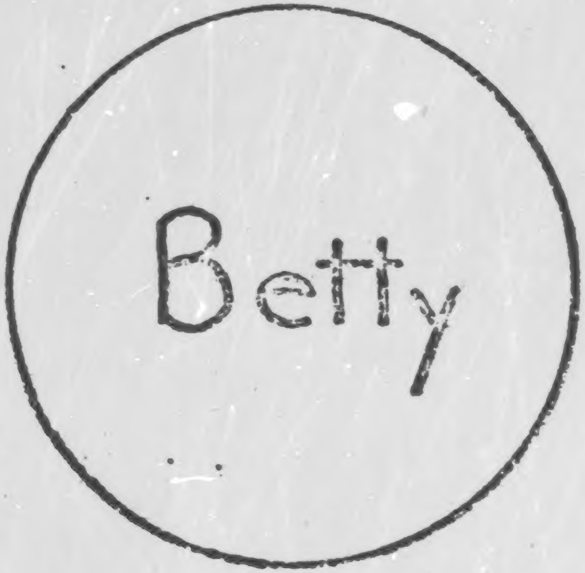
Connect the dots to finish the numbers.

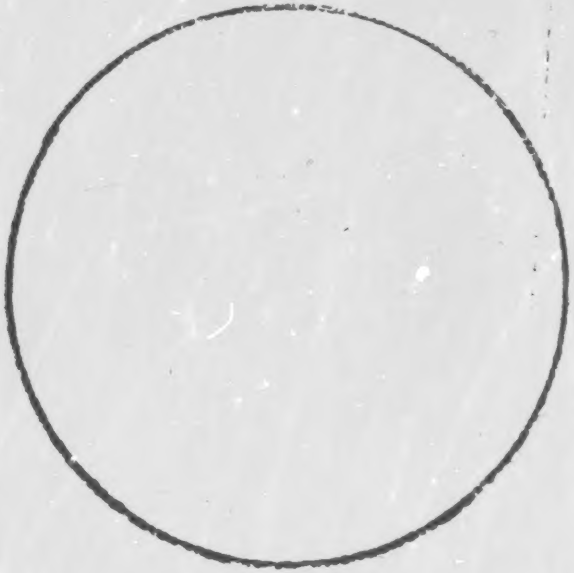


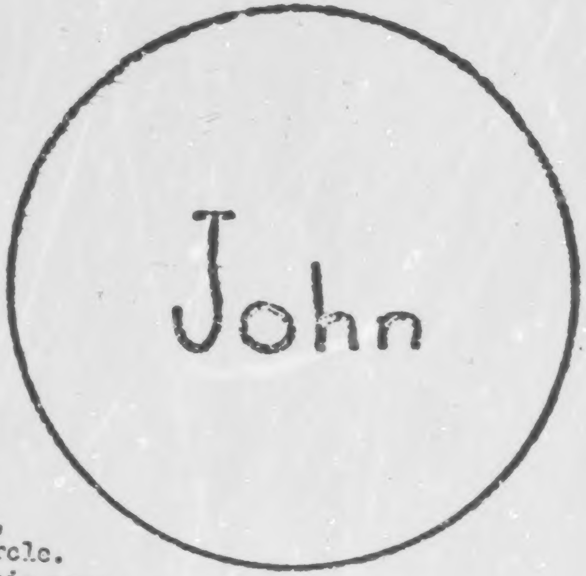
Write the number 1 in all the big circles. Write the number 2 in all the little circles.



Color all the circles you find.







Write your child's name in the third circle. If his name is John or Betty, write any other name in the empty circle. Ask him to find the circle that has his name in it. If he likes he can color it and cut it out. Then you can pin it on for a name tag. Let him wear it as long as he wants to.

LESSON NINE

Instructions

Today's lesson takes your child to an imaginary fire. This will help him learn about the color red and the ideas up and down. If you get a chance to visit your neighborhood fire house soon, you can give him another very real learning experience.

To prepare for the lesson, cut out the two firemen from the cut-out page and put them in a small envelope. On the second worksheet, write your child's name on the firehat underneath the number two. Make the first letter a large double letter so he can color it in. For example, if your child's initial is J or S, the letter you make will look something like this:

Don't worry if the letter is a bit uneven, as long as he can tell what it is. Later, when your child asks you to help him with the hat, cut along the heavy top line, from one X to the other. It will then be ready for him to wear.

What This Lesson Does

Introduces your child to the color red.
Helps him understand about the ideas up and down.
Gives him more practice using the numbers 1 and 2.
Shows your child the letter his name begins with.

Materials You Will Need

3 worksheets
Cut-out page (See instructions)
Red crayon
Scissors
Paste or glue

Taping

(Note to parent: Imitate the sound of fire engine sirens:)

Rrrrrrr! Rrrrrrr! Rrrrrrr! Do you hear that siren, (child's name)? There must be some fire engines coming! Get the worksheet with the fire engines. It has a number one on top. . B E E P. . Tell me, (child's name), how

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many fire engines do you see?. . (Pause). . Did you say two?. . . Good for you! Point to fire engine number one. . . How many firemen are in fire engine one?. . (Pause). . One fireman in engine number one. Now point to fire engine number two. . . How many firemen are in engine number two?. . . (Pause). . Two firemen in engine number two. Very good, (child's name)!

Fire engines are always red, just like the crayon you have. Take your red crayon and color the two fire engines red. . BEEP. . . What a fine job you did, (child's name)! Now everyone will see those engines coming and get out of the way.

Would you like to drive a fire engine?. . . Firemen need fire hats. Let's make one. . . Get the worksheet with a two at the top of the page. . (Pause). . There's a word on the fire hat. What does it say?. . (Pause). . Did you say (Child's name)?. . I bet you knew that! Can you find the letter your name begins with? It's the letter ___, and Rudy's pointing to it. Put your finger on the letter ___ your name begins with. . (Pause). . Now take your red crayon and color the letter ___ red. . BEEP. . .

There's a number on your firehat, too. If you connect the dots you'll know what it is. Get your magic marker and connect the dots. . BEEP . . . What number did you make, (child's name)?. . (Pause). . A two is right! Now you can be fireman number two. If you like you can color your fire hat red. . BEEP. . . Bring me the hat now and I'll help you finish it. . BEEP. . .

All right, fireman, do you have your fire hat on?. . . Sit in a chair. . (Long Pause). . Pretend you're driving a big firetruck. Turn that steering wheel. Rrrrrrr! Rrrrrrr! Rrrrrrr! There's the fire, right over there! Park your fire engine right by the fire. . . Now get down from your driver's seat. . (Long Pause). . The other firemen need the hose. Help them get it off the truck. . Pull. . . pull. . . pull. . . pull. . . It's very long so keep on pulling. Hold the hose tightly. Now the water's turned on. Swish. . . swish. . . swish. . . Point the hose at the fire, fireman. Swish. . . swish. . . swish. . . Oh, look! There are some people at the top of th of the building! They can't get down. Get the ladder. . (Pause). . Pick it up with two hands. It's *very* heavy! Have you got it?. . . Now help carry it to the building. Walk. . . walk. . . walk. . . What will happen now, fireman?. . . Get your last worksheet and see. . . B E E P. . . .

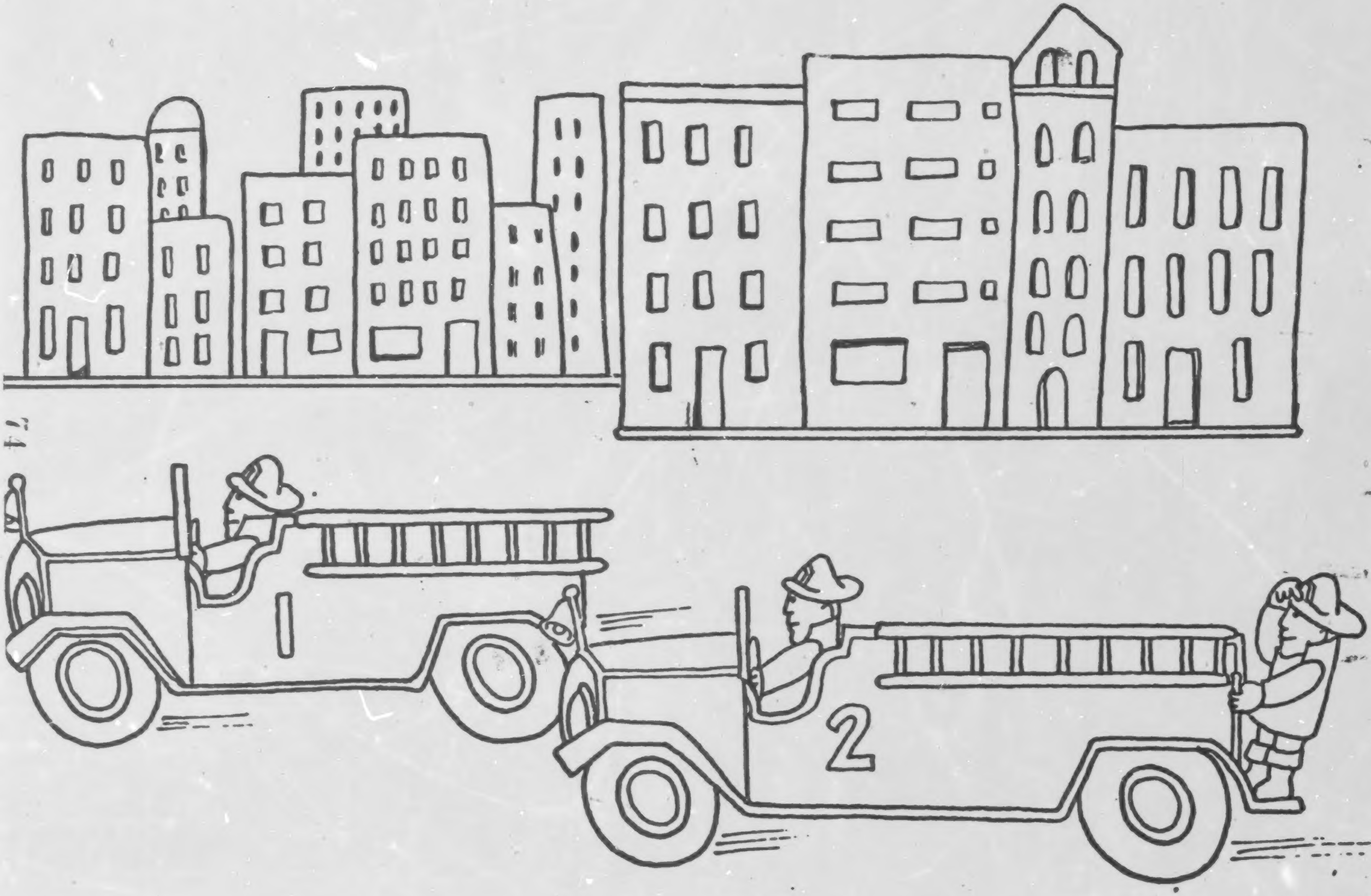
Are you looking at the picture of the building that's on fire?. . . Point to the ladder next to the burning building. . . We'd better send some firemen up the ladder. Get the envelope and take out the firemen. . B E E P. . How many firemen are there?. . (Pause). . *Two* firemen! Point to the fireman with a number *one* on his coat. . (Pause). . What number is on the other fireman's coat?. . (Pause). . A *two*, good for you!

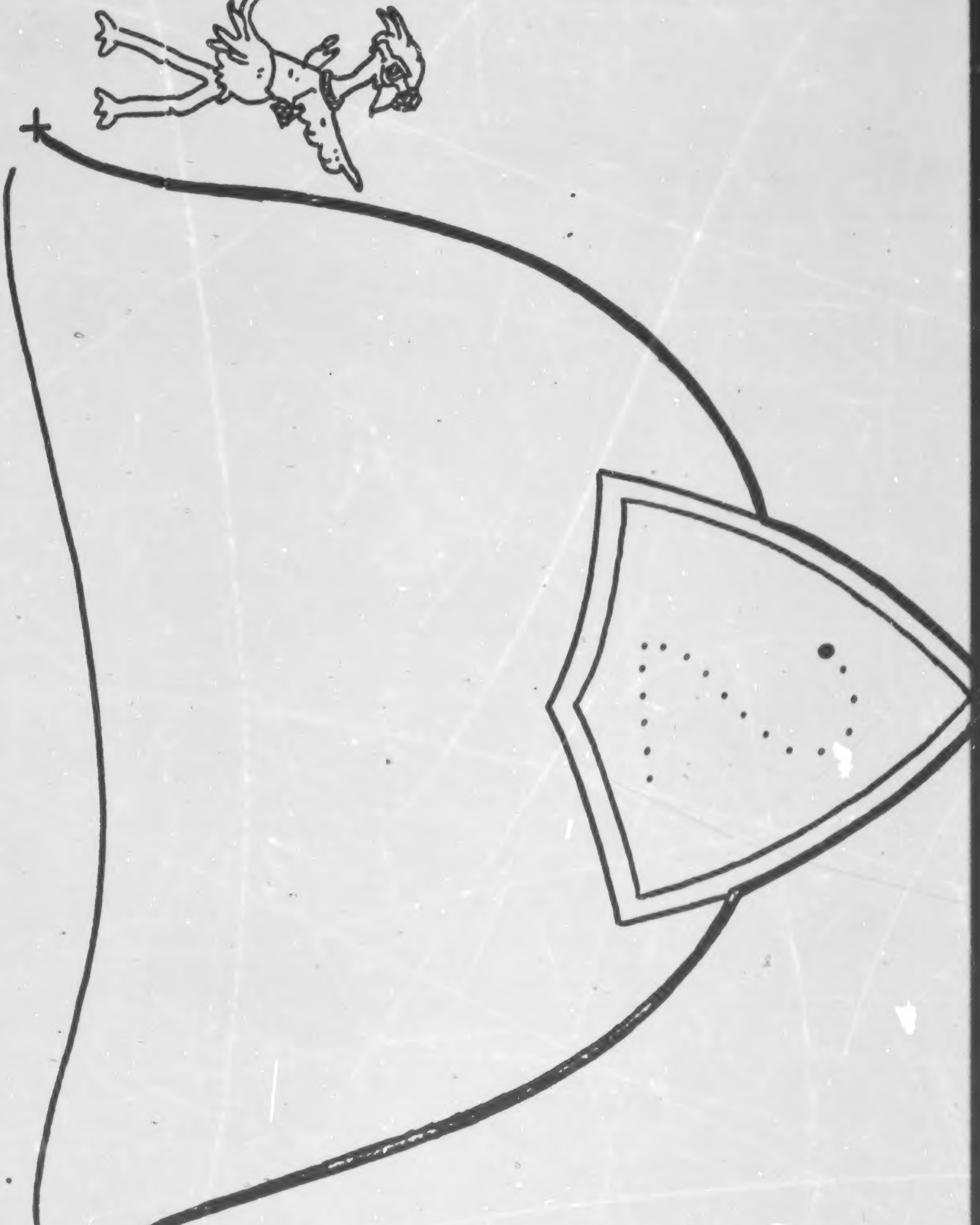
Now take fireman number *one* and put him down at the bottom of the ladder. . (Pause). . Make him climb *up* the ladder. Move him up. . up. . up. . to the top. . . Just in time! There's a baby up there. Take the baby, fireman! Now bring the baby *down* to the ground. Move the fireman down. . down. . down. . The baby is safe! Hurray for the brave fireman!

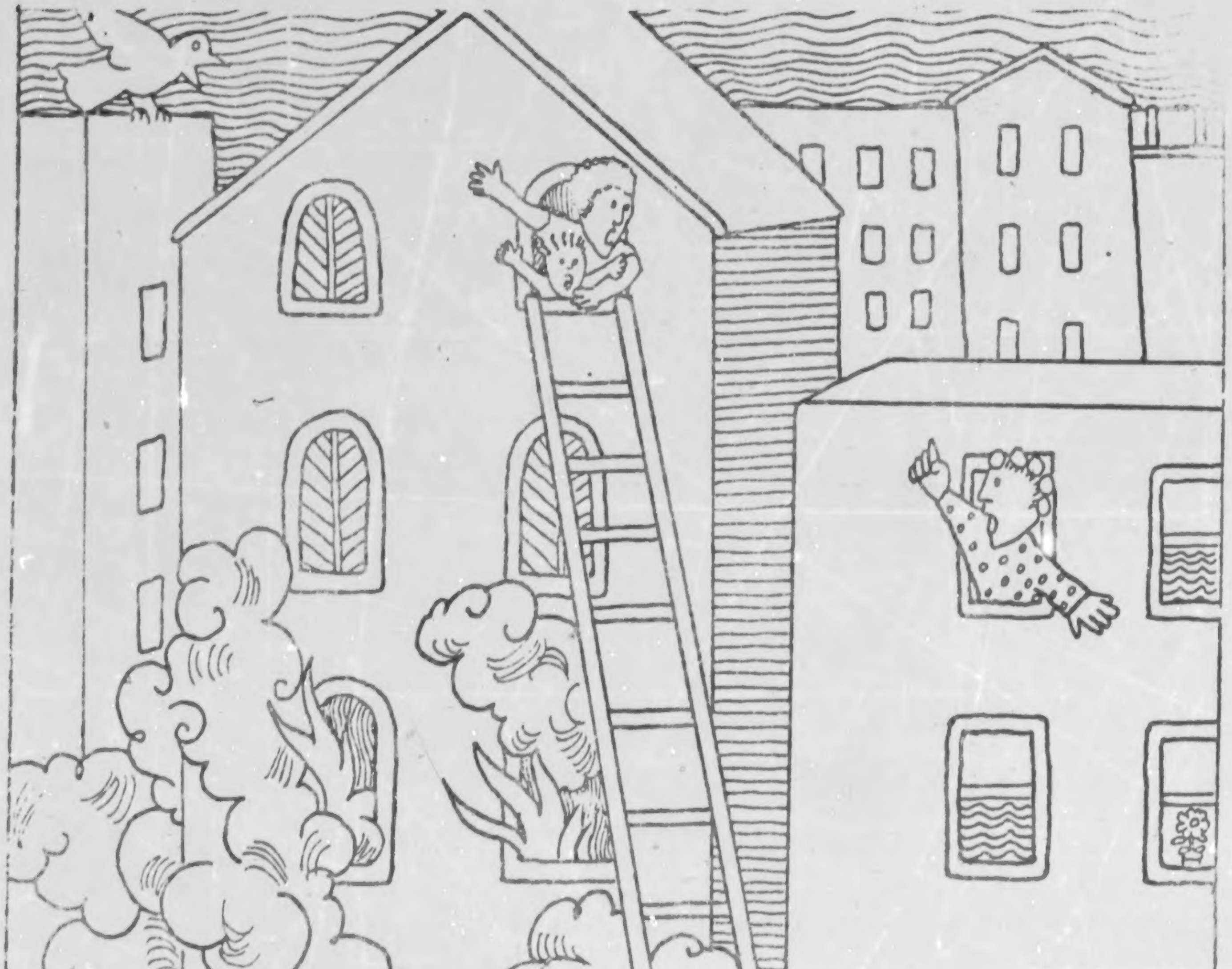
Oh, there's somebody else up there! Get fireman number *two*. . (Pause) . . Move him *up* the ladder. . up. . up. . up to the top! . (Pause). . Help the lady, fireman. Help her *down* to the ground. . Down. . down. . down. . to the ground. Oh, thank you, fireman!

Now the fire is out. It's time for the firemen to climb back on their engines. Get the worksheet with the two red fire engines that you colored. . . (Pause). . Get fireman number one. . (Pause). . Stand him on engine number one. . (Pause). . Get fireman number two. . (Pause). . Stand him on engine number two. . (Pause). . If you like, you can paste the firemen on their engines, so they won't fall off on the way back to the firehouse. . B E E P. . .

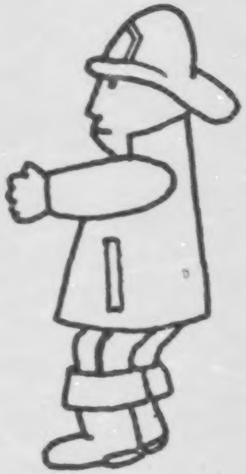
1

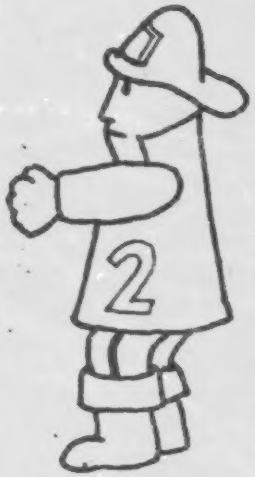






Cut-out Page





HINTS FOR PARENTS

Today your child learned about UP and DOWN.

He was also introduced to the color RED.

Here are some suggested activities that will help him learn these new ideas:

1. The worksheets will give him more practice with the numbers 1 and 2, the color red, and the idea of up/down. Before he begins, give him three or four crayons, including the red one. When you aks him to color something red, make sure he can find the red crayon. He may need a little help at first, but with practice he'll soon learn to recognize the color red all by himself.

2. You can play guessing games to help your child learn about red, and later about other colors as well. Here is one way to play. The first person might say, "I'm thinking of something red. It's on the table, but it's not something to eat." The others try to guess what it is. Everyone takes turns being the "leader" of the game.

If your younger child makes a mistake, it should be corrected right away, but make it part of the game. When he is first learning a color, don't mention other colors. This will only confuse him. Say, "No, the carrots aren't red." But don't tell him they're orange. Leave that until later, when he's sure about red.

3. Up and down are easy ideas to learn. You can try some simple riddles like this one with your child:

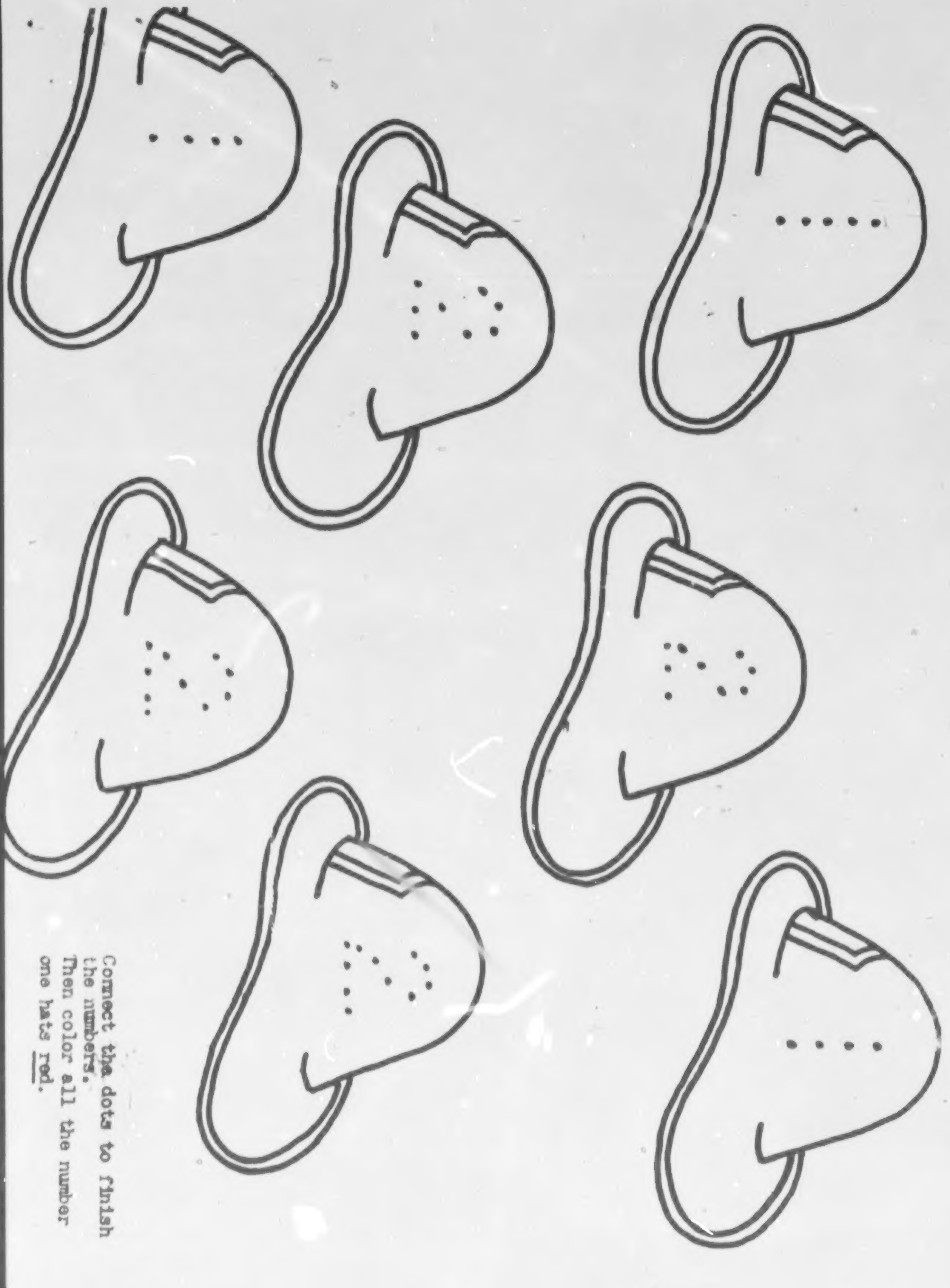
> "I'm thinking of something that goes up and down.
> It has wings and sleeps in a nest.
> What is it?"

After your child catches on to the idea, let him make up his own up and down riddles for the rest of the family to guess. Other suggestions are elevators, escalators, airplanes, balls, etc.

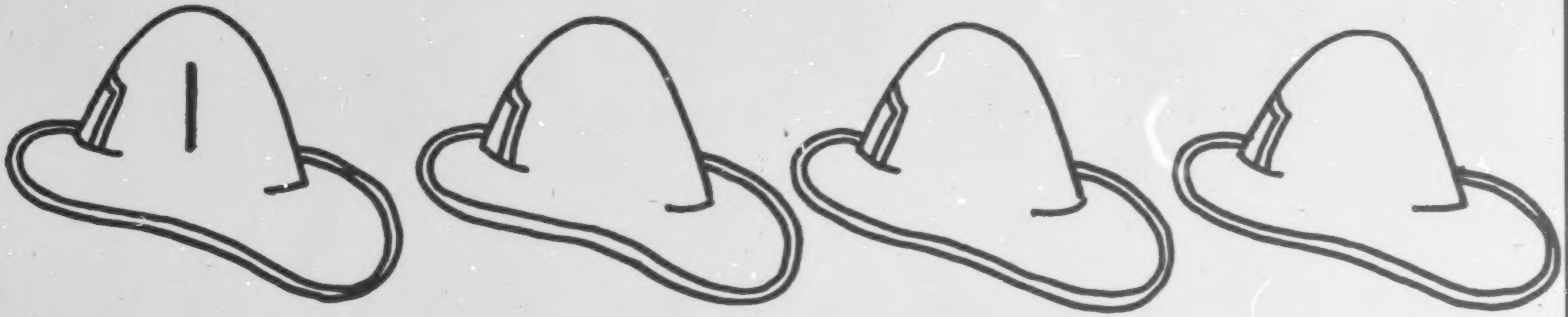
You can check his understanding of the idea up/down very easily. Ask him to put his arms up and then down. Tell him to look up or down. Ask him to throw something up or down. If you make a game out of it, he'll have fun while he's learning.

Your child can learn more about up and down from a simple parachute that he can make himself. He will need a paper napkin, four pieces of string, each about 12 inches long, and a cork, a spool of thread, or any small object with a little weight to it. Tie a piece of string to each corner of the napkin. Tie the other ends to the cork or spool. Then show your child how to toss the parachute up in the air and watch it float gracefully down.

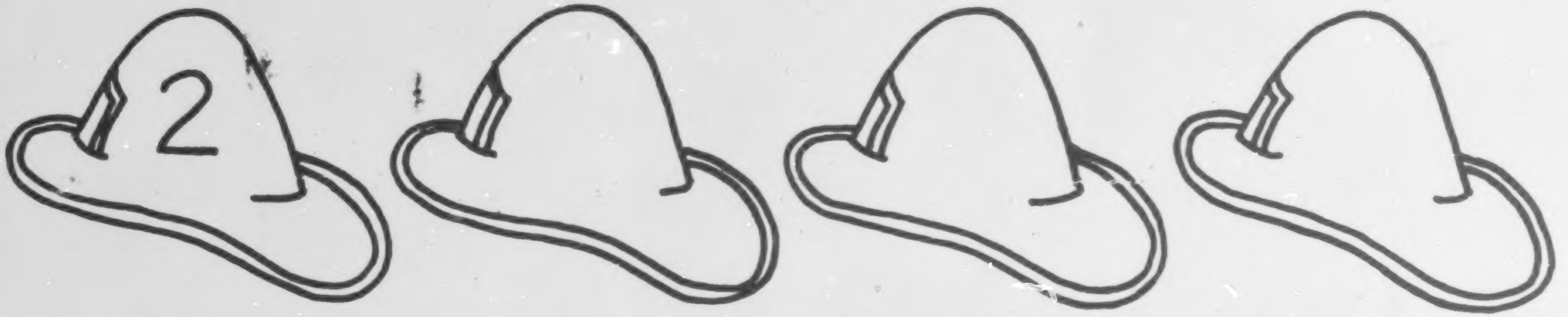
4. In today's lesson your child went to an imaginary fire. If you or someone else in the family can take him to your neighborhood fire house, you can make this lesson much more meaningful for him. Usually, if you notify the fire company before your visit, they can make arrangements to show your child around the fire station.



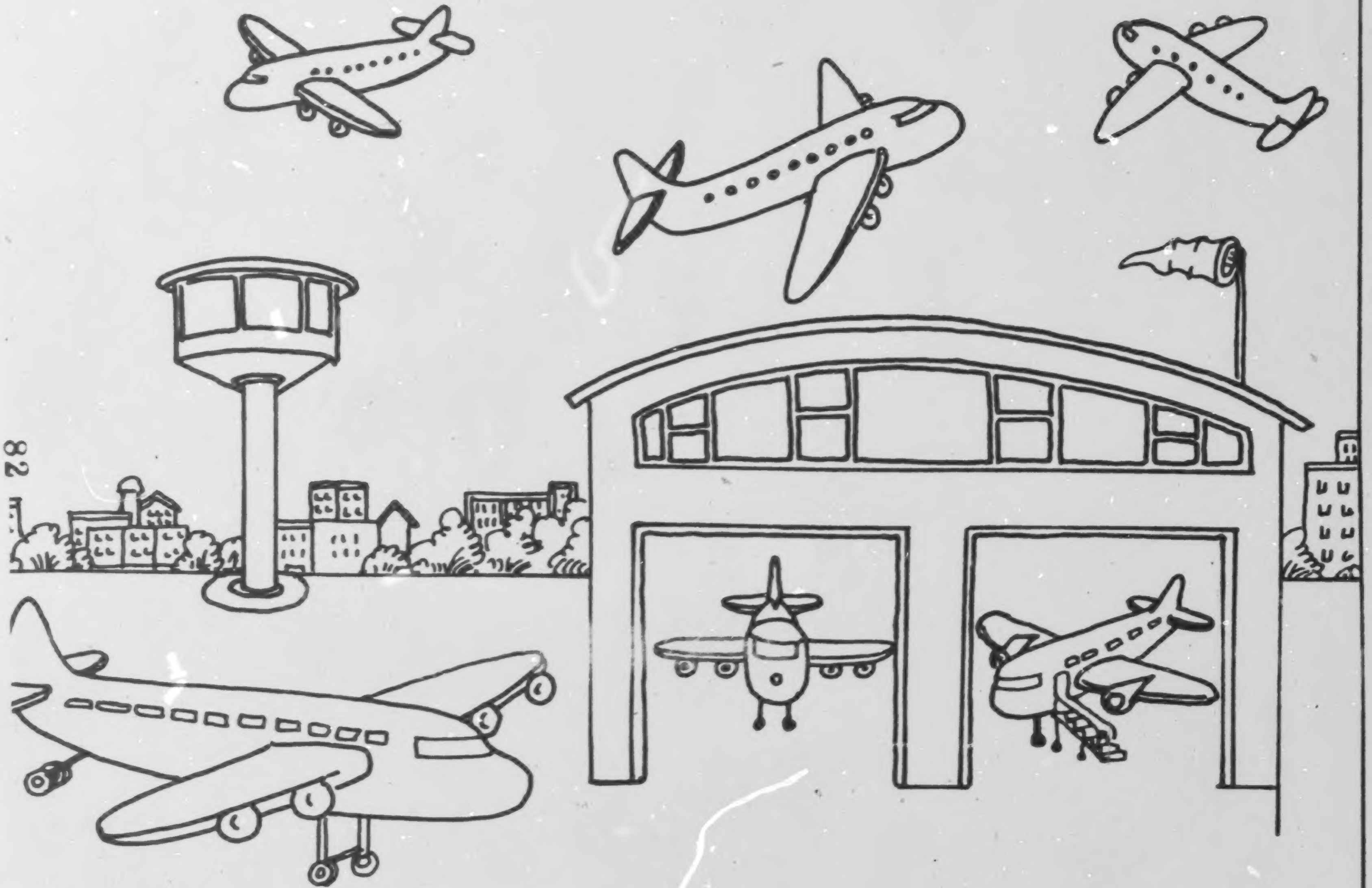
Connect the dots to finish the numbers.
Then color all the number one hats red.



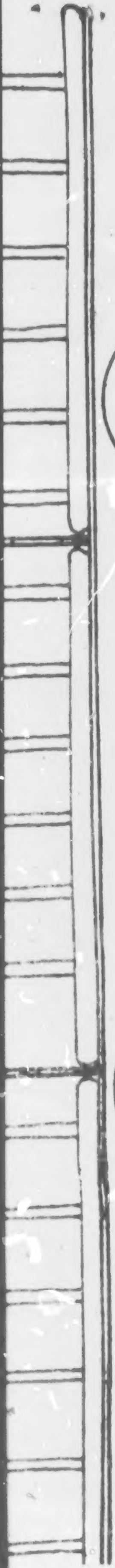
Write the number one in the rest of the hats in the top row.

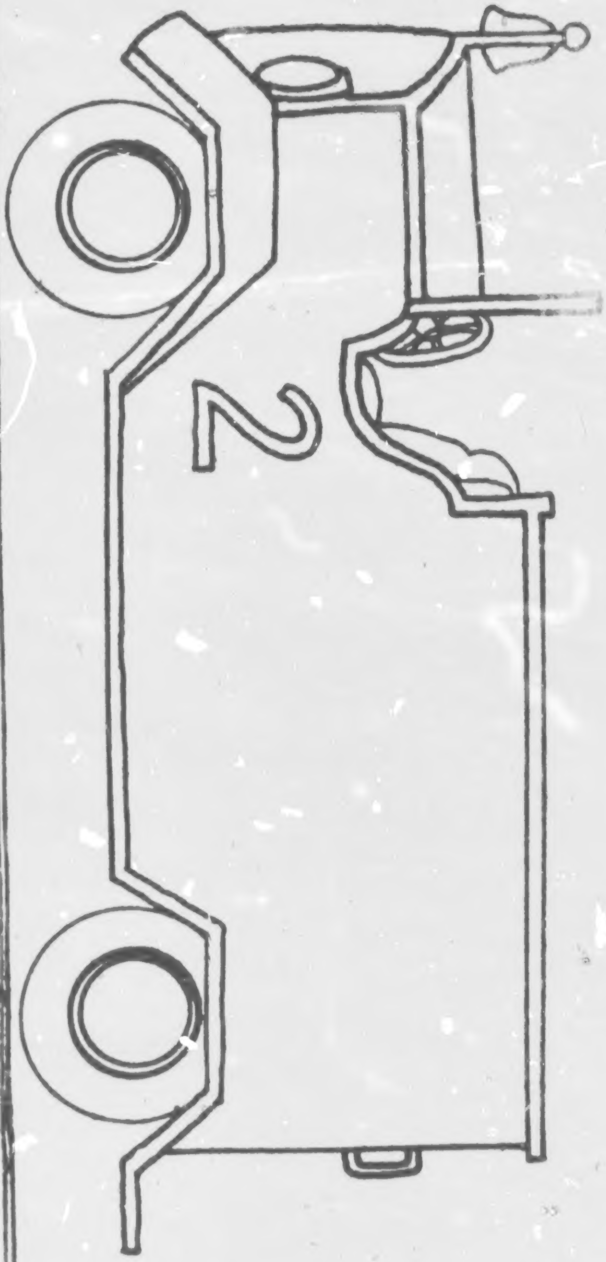


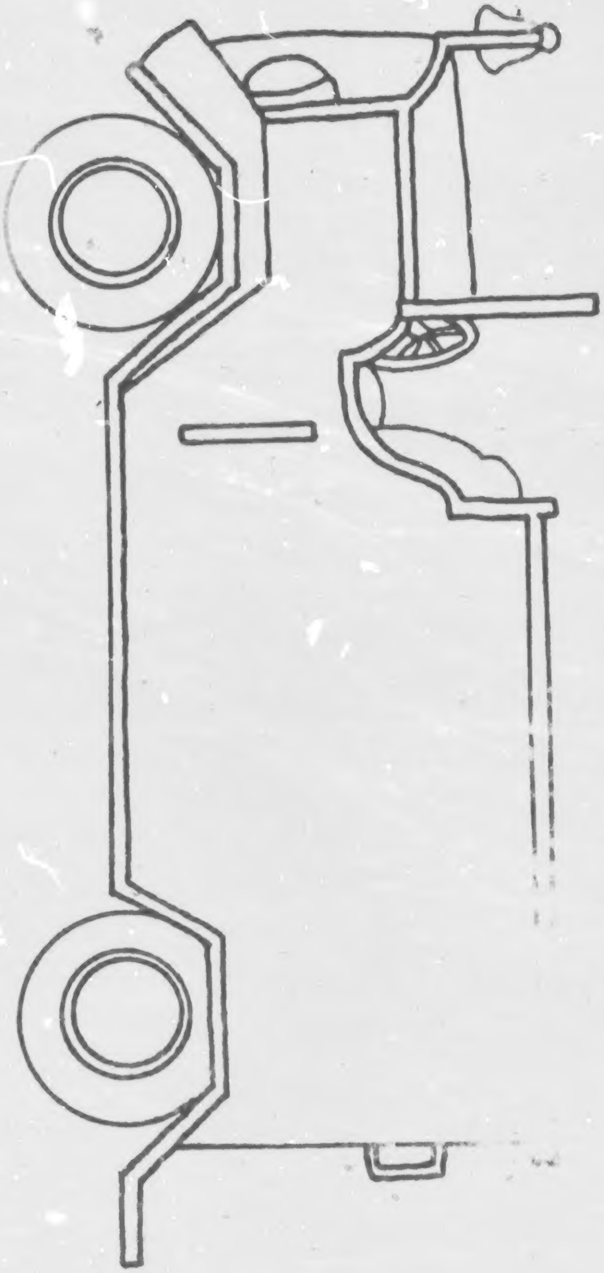
Write the number two in the rest of the hats in the bottom row.
If you like, you can color the hats red.



Color the planes that are up red. Color the planes that are down any colors you like. You can color the rest of the picture too, if you feel like it.







Ask your child to cut out the three ladders at the bottom of
Then tell him to paste one ladder on fire engine No. 1, two ladd
fire engine No. 2.

LESSON TEN

Instructions

In this lesson your child will do some more work with clay. As he does, he will be learning about the idea of long and short. He will also review some of the other ideas he has learned so far.

To get the lesson ready, make sure the clay is still soft enough to handle easily. Your child may need some help forming the clay worms, so plan to be nearby in case he should call you.

What This Lesson Does

Introduces your child to the idea of long and short.
Gives him more practice with the numbers 1 and 2.

Materials You Will Need

2 worksheets
Clay
Red crayon
Magic marker

Taping

Did you ever see a worm, (child's name)?. . . I bet you've seen lots of them. Today we're going to make some worms. Get out the clay. . (Long Pause). . Can you squeeze it in your hands?. . Squeeze it into a ball. Squeeze and squeeze until you have a nice, round ball. . B E E P. . . That's fine, (child's name)! Now take some clay from the ball and roll it to make a worm. Roll it and roll it till it looks just like a worm. If you have trouble, call me and I'll come help you. . B E E P. . . . .

Did you make a worm, (child's name)?. . . Good for you! Now take the worksheets out of your folder. . (Long Pause). . Look at Page 1. . . What do you see?. . (Pause). . Worms! How many worms are there?. . (Pause). . *Two* is right! One worm is crawling through the grass. Point to the worm in the grass. . . . My, that's a *long* worm! It stretches across the whole worksheet, from

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one side to the other. Oh, how long that worm is!

There's another worm on the page, too. Put your finger on the other worm. . . This one doesn't take up very much space. That's because he's a very short worm. The long worm's name is Winifred Worthington Wigglesworth. That's a long name for a long worm. Can you say Winifred Worthington Wigglesworth? Try it. . (Pause). . The short worm's name is Wayne. Just plain Wayne, a short name for a short worm. Can you say Wayne?. . . . .

Wayne and Winifred don't have feet. How do they get where they want to go? . . . They slide along the ground. Can you slide like a worm does? . . . Get down from your chair. . . . . . (Pause). . Now get down on the floor and stretch way out. . (Pause). . Now wiggle all around the room like Wayne and Winifred do. . (Pause). .

I'm going to tell you a poem about worms. Every time I stop, you do what the worm in the poem does. Are you ready?

I am a worm. I squirm. . . Are you squirming, (child's name)?. . .
I wiggle and squiggle. . . Are you wiggling, (child's name)?. . .
On my stomach I can slide
Around the room on a slithery ride. . (Pause). .

Did you slide around the room, (child's name)?. . . Let's try it again. This time see if you can really squirm, wiggle and slide.

I am a worm. I squirm. . (Long Pause). .
I wiggle and squiggle. . (Long Pause). .
On my stomach I can slide
Around the room on a slithery ride. . (Long Pause). .

You make a very good worm, (child's name)! Now wiggle and squiggle back to the tape recorder. . (Long Pause). .

Get the worm you made out of clay. . (Pause). . Is he a long worm or a *short* worm?. . (Pause). . Let's make him *long*, just like Winifred Worthington Wigglesworth. Get some more clay if you need it. . (Long Pause). . Now roll it and roll it in your hands to make a very *long* worm. . BEEP. . . Did you finish your *long* worm, (child's name)?. . . Then take some more clay and make a *short* worm like Wayne. . BEEP. . . .

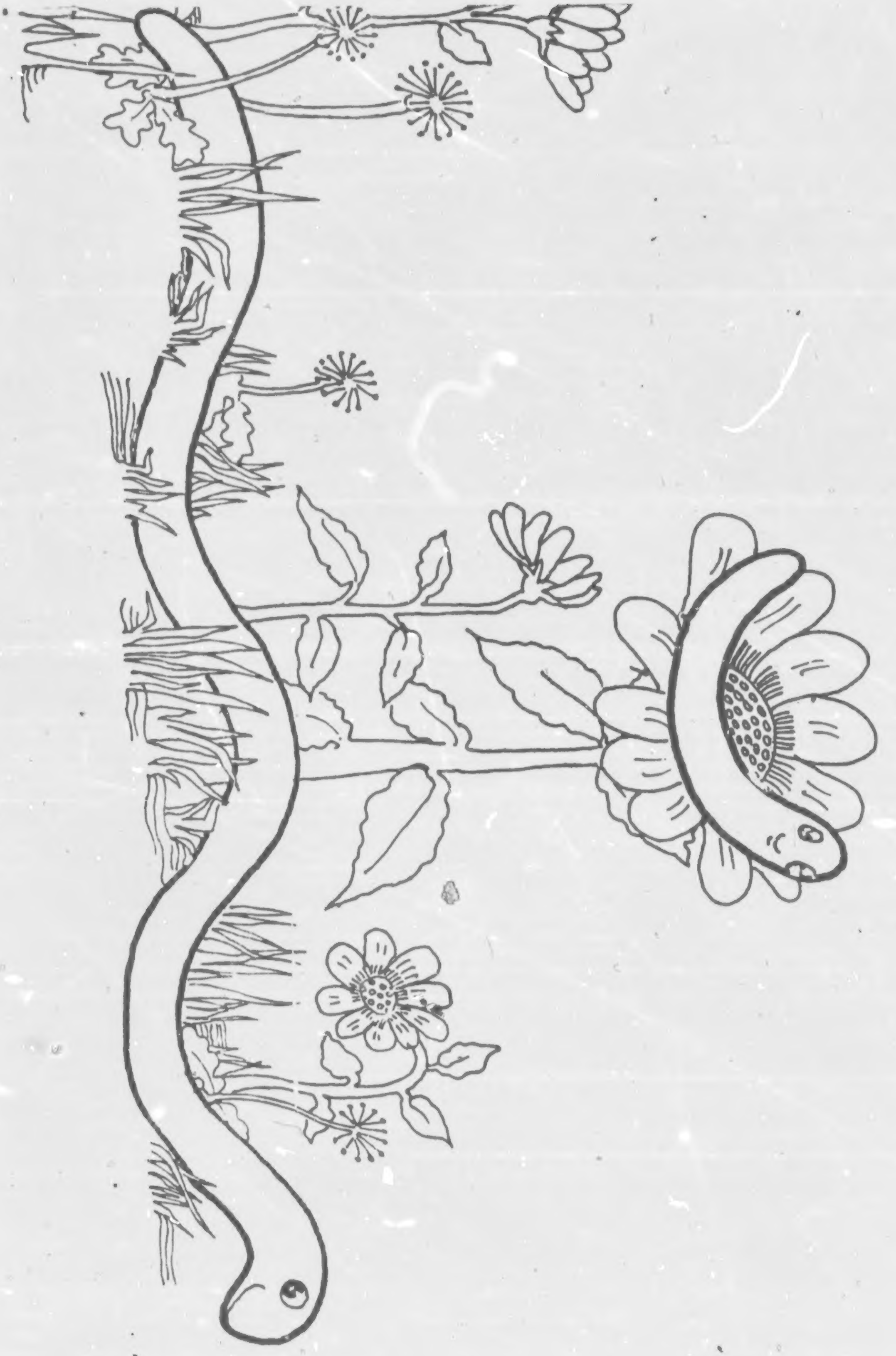
Very good, (child's name)! Tell me, how many clay worms did you make?. . (Pause). . *Two* worms is absolutely right! Do you think *your* two worms would like to meet Wayne and Winifred Worthington Wigglesworth?. . Put your short worm down next to the short worm on the worksheet. . (Pause). . Put your long worm down next to the long worm on the worksheet. . (Pause). . Now they can all have a little worm talk.

I wonder where Wayne and Winifred Worm live. Get worksheet number two. . (Pause). . Do you see a worm-house in the picture?. . Point to it. . (Pause). . It's an apple! Color the apple red. . BEEP. . .

Good work, (child's name)! Now Wayne and Winifred want to go home. But they don't know the way. Can you help them?. . . Get your magic marker. . (Pause). . Winifred Worthington Wigglesworth lives in Worm Hole Number One. Point to Hole Number One. . (Pause). . She's such a *long* worm she likes to take the *long* way home. Draw a *long* line from the *long* worm to Worm Hole Number One. . BEEP. . .

Wayne lives in Worm Hole Number Two. Point to Hole Number Two. . (Pause). . Wayne is so *short* he likes to take a *short*-cut. Can you show him the way home? Draw a *short* line from the *short* worm to Worm Hole Number Two. BEEP. . . .

Thank you, (child's name)! You were a big help! Wayne and Winifred Worthington Wigglesworth thank you too! . BEEP. . . .



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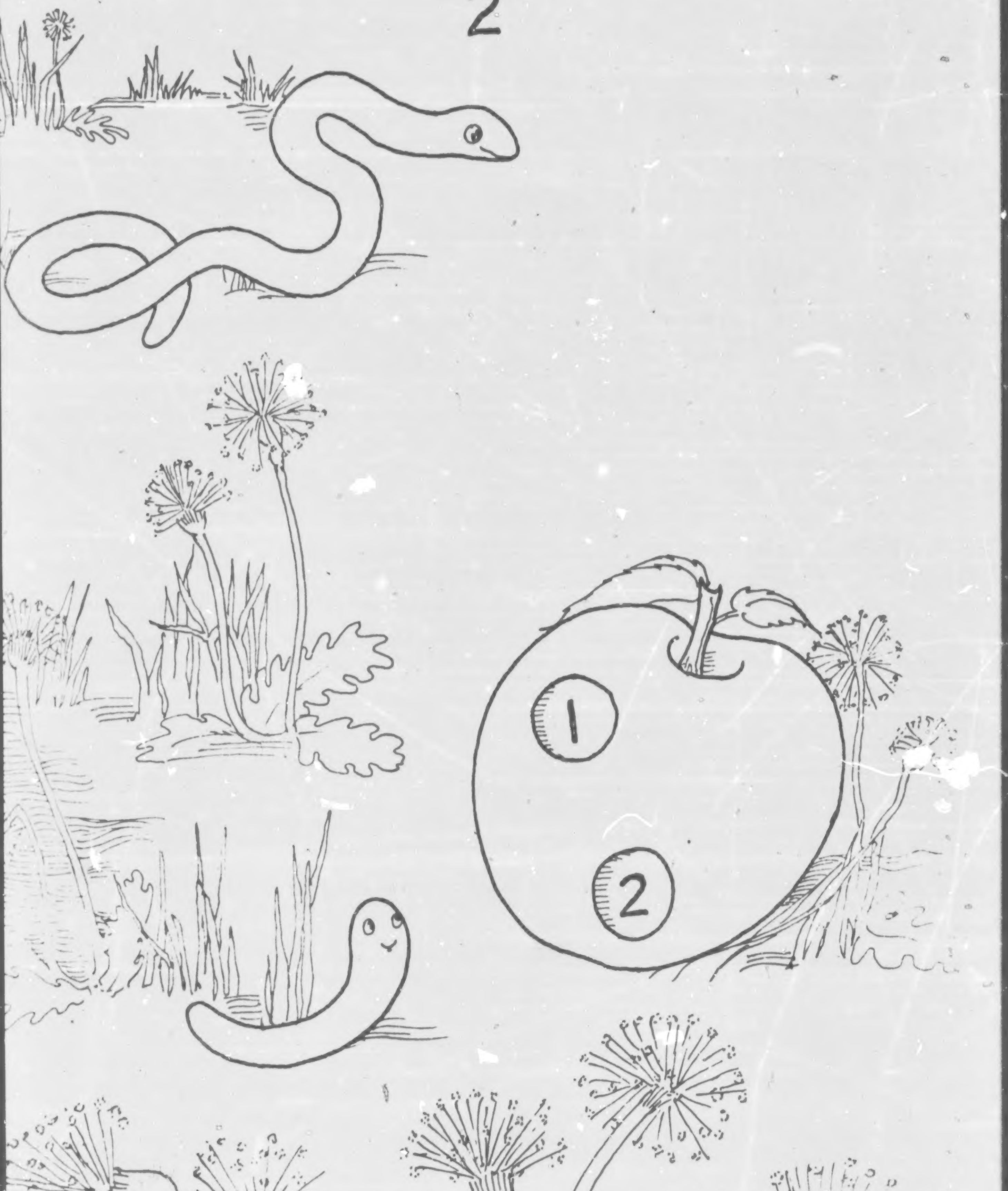

HINTS FOR PARENTS

Today your child learned about LONG and SHORT.

He also reviewed the color RED and the numbers 1 and 2.

Here are some more ways you can help him learn about these ideas:

1. Give him as many of the worksheets as he wants to do. Make sure he understands the directions before he starts to work.

On worksheet 4 your child is asked to pick out long and short names and to find his own name. Write his name in one of the empty apples. Write other long and short names in the rest of the apples. You can use names like:

Alexander
Christopher
Henrietta
Elizabeth
Wilhemina

Tom
Mary
Ben
Ann
Joe

Or use any other names you can think of that are long and short.

2. If your child seems to enjoy cutting, you might ask him to look for pictures in old magazines that have the color red in them. He can cut these out and put them in an envelope or box that is just for red things. He can tell this by coloring the outside of the envelope red, or by drawing red pictures on it.

3. In today's lesson your child made long and short worms out of clay. If he likes to work with clay, he may want to do it at home. Here is a recipe for clay that can easily be made at home:

2 cups flour
1 cup salt
2 tablespoons oil
About 1 cup water
Food coloring (optional)

You or your child can mix all the ingredients together in a large bowl. Squeeze it through your fingers until it becomes soft, but not sticky. Knead it together into a ball and store it in a tightly covered plastic container. If it is not tightly covered, it will dry out.

The clay can be colored with a few drops of food coloring if you like. If you separate the dough into two or three lumps, you can color each part a different color. The dough can be rolled with a rolling pin, cut with cookie cutters or a dull knife and scraped into patterns with a fork. If your child should happen to eat a bit of the dough, it won't make him sick, so don't worry about it.

4. Have your child make more long worms out of the clay. Then ask him to shape them into the numbers 1 and 2. He will probably need your help to make the two.

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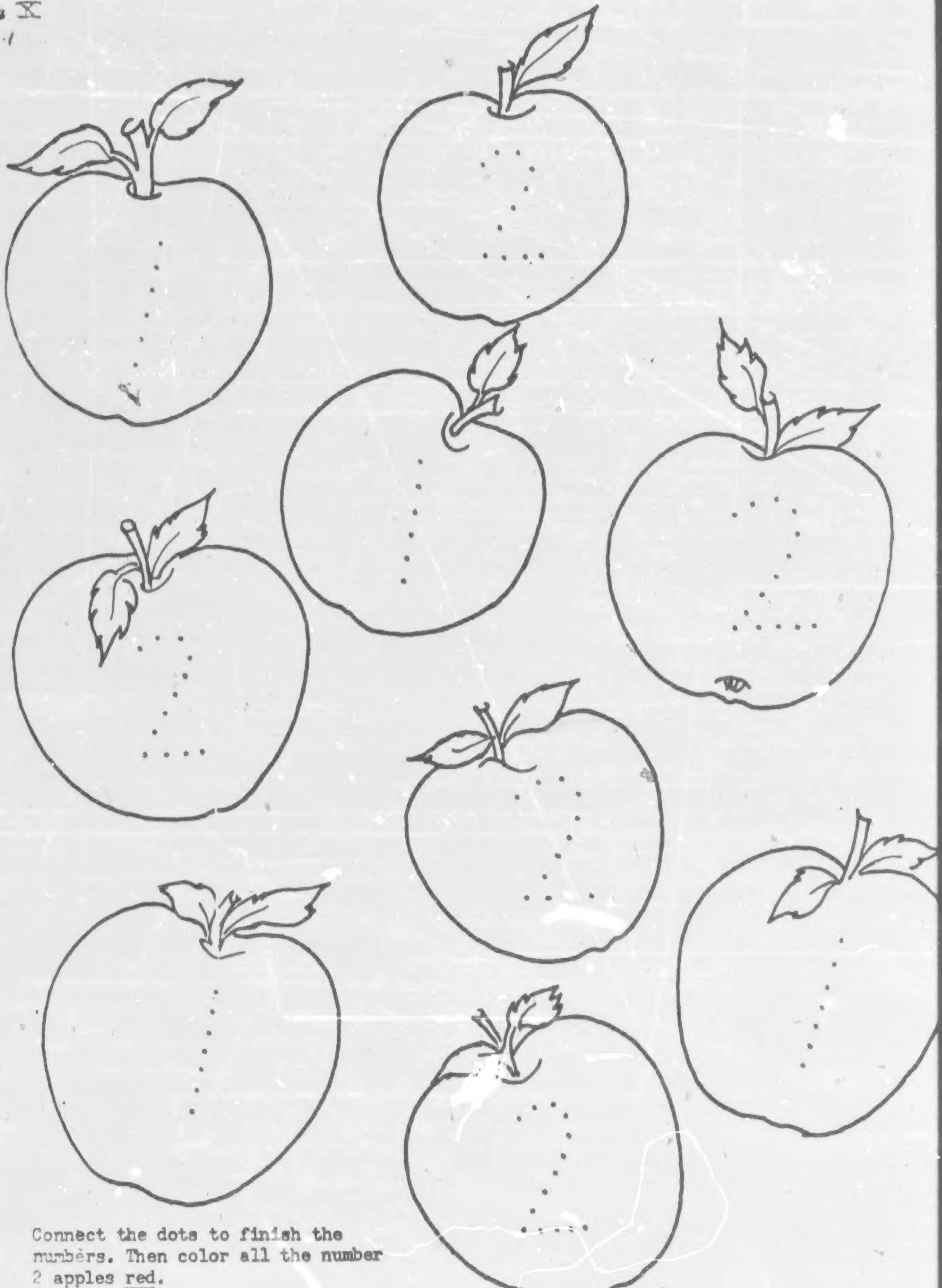
Page 1



Connect the dots to finish the numbers. Then color all the number 2 apples red.

Draw stripes on all the long worms.
" dots on all the short worms

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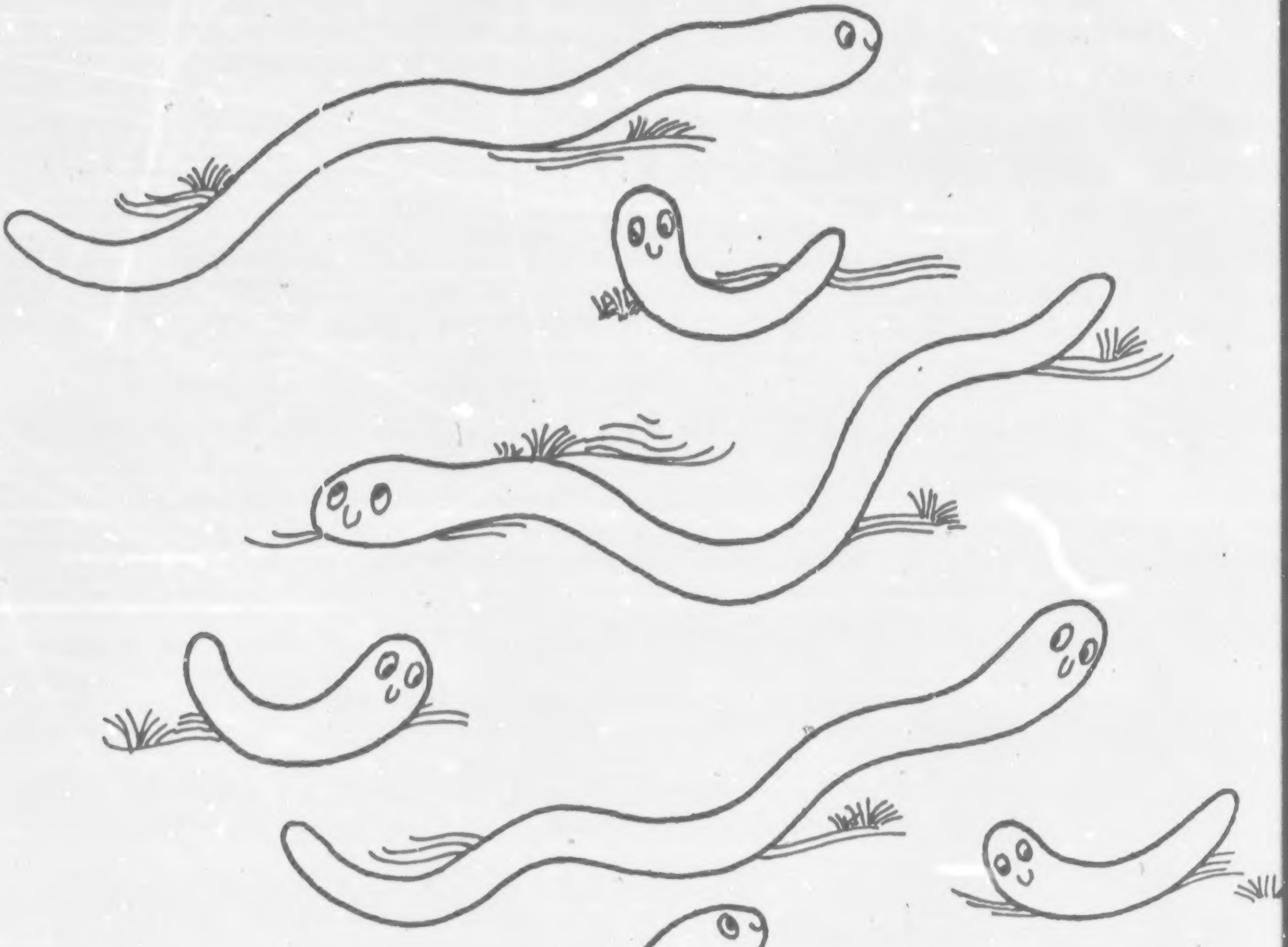
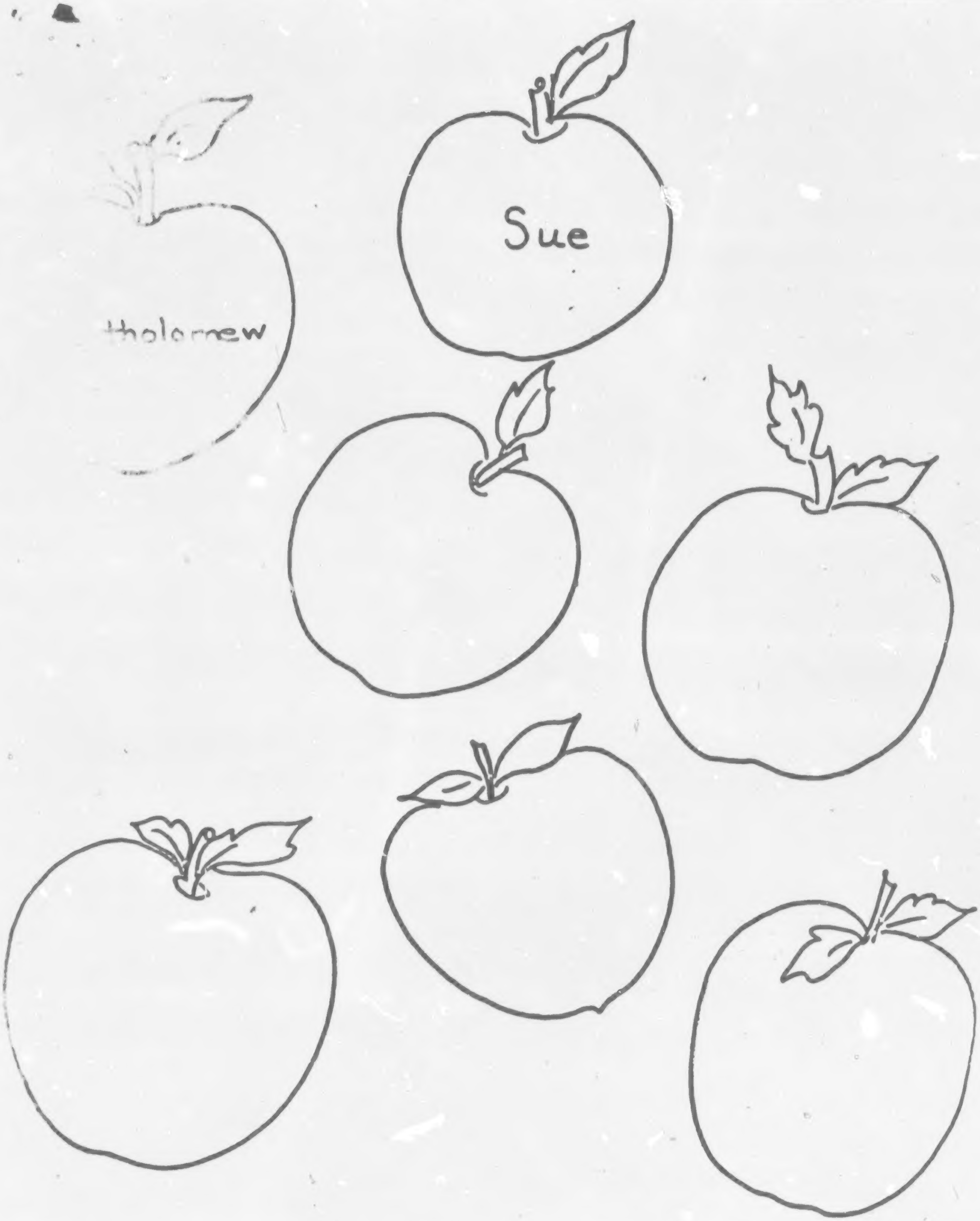
Page 2





These apples have names in them. Some names are long; some names are short. Point to all the long names you see. Point to all the short names you see. Point to your name. Is it long or short? Color the apple with your name in it red.

LESSON ELEVEN

Instructions

Today your child will meet a new color - green. He will also review the idea of up/down and get some more practice with the numbers one and two.

Before he begins the lesson, put 12 beans, buttons, pieces of cereal or other small objects in a cup or bowl. Get ready an egg carton by cutting it in half lengthwise, so there are six holes. (If you like you can put six paper cups in a muffin tin instead.)

What This Lesson Does

Introduces your child to the color green.
Reviews the idea of up/down.
Gives him more practice counting from one to two.

Materials You Will Need

1 worksheet
2 crayons (Red and green)
Half of an egg carton (See instructions)
12 beans, buttons, pieces of cereal, etc. in a small bowl or cup

Taping

Today we're going to the park, (child's name). It's a beautiful place with lots of trees and grass. Maybe we'll see someone we know there. Are you ready?. . . Then get the worksheet out of your folder. . B E E P. . .

Do you see anyone you know?. . (Pause). . Worms! There's Winifred Worthington Wigglesworth, the long worm with the long name. Point to the long worm. . (Pause). . And there's Wayne, the short worm with the short name. Point to Wayne. . (Pause). . They're looking for another apple to be their new wormhouse. But they need you to help them. So get your red crayon. . (Pause). .

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Now draw two apples up in the tree. . BEEP. . . Very good, (child's name)! Uh, oh! What if the worms can't crawl up that high? Better draw two more apples down on the ground. . BEEP. . . Good! Now there are lots of apples for Wayne and Winifred Worthington Wigglesworth to choose from. Which apple do you think they'll pick for their worm-house? . . Point to it. . . Get your red crayon. . . and make a big circle around the apple you picked out. . BEEP. . . Thank you, (child's name)! Wayne and Winifred will like that one, I know.

You color so nicely. Would you color the rest of the picture, too? But what color?. . Think. What color is grass?. . (Pause). . Grass is green. What color are leaves on trees?. . (Pause). . They're green too. We eat lots of green things - peas, lettuce, collard greens and cabbage. What color is your new crayon?. . (Pause). . Did you say green?. . How smart of you to guess! Take the green crayon and color the leaves on the tree green. . BEEP . . . Now color the grass green too. . BEEP. . . .

Very nice, (child's name)! You made beautiful green grass. Do you know that grass grows from a tiny seed?. . . Here's a poem about how grass grows. Listen and do everything I tell you to. First get down from your chair. . . . (Pause). . Now lie down on the floor. . (Pause). . Are you ready?. . .

Pretend you're a grass seed, planted in the ground.
No one can see you, so lie way down.
Now you're growing. Get up on your knees.
You're short green grass, underneath the trees.
Now you're getting long, so stand up very tall.
Look! You're getting to be the longest grass of all!
What, still growing? Stretch your arms up high.
Now you're very long, green grass, growing towards the sky.

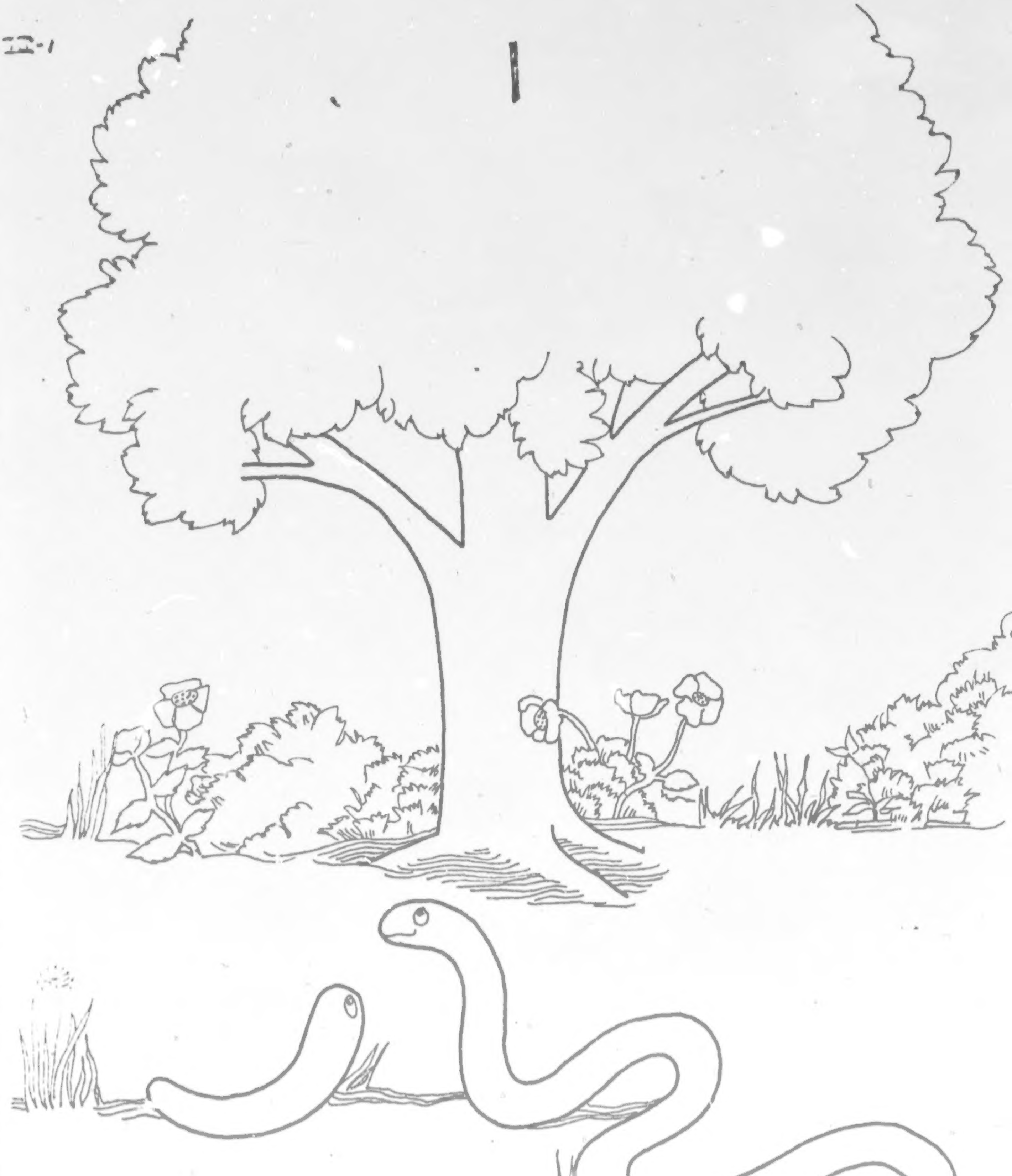
It's nice to be such long, long grass, but what happens then?

Along comes a mower - Brmmmmm! And cuts you short again!

Did you kneel down when the lawn mower cut you short, (child's name)?. . . Very good. I hope you liked that grass poem. Now go back to the tape recorder. . (Long Pause). . .

Grass grows from seeds and so do apple trees. Let's pretend we're planting some apple trees. Get the egg carton and the bowl of beans (or whatever else you're using). . (Long Pause). . . Pretend the holes where the eggs go are little pockets in the dirt. The beans will be seeds. Are you ready to plant them?. . . Then put one seed in one of the holes. . . . B E E P. . . Now put one seed in the next hole. . (Long Pause). . . Now put one seed in all the rest of the holes. . B E E P . . . Do you have any seeds left over?. . . Put one more seed in each hole. . B E E P . . .

How many seeds did you put in each hole?. . (Pause). . Two is right! Good work, (child's name)! Now let's do it another way. Take the seeds out of the holes and put them back in the bowl (or cup). . B E E P . . Are you ready to plant the pretend seeds again, (child's name)?. . . Then take two seeds and put them in one of the holes. . B E E P . . . Put one seed in another hole. . B E E P . . . Put two seeds in the next hole. . . B E E P . . . Put one seed in the next hole. . B E E P . . . Put one seed in the next hole. . B E E P . . . Put two more seeds in the last hole. . . B E E P . . . Very good, (child's name). How many seeds do you have left?. . Let's count them. . One. . . two. . . three. . . Three seeds are left. You're a very good planter, (child's name). You'll grow some fine apple trees. And I bet Wayne and Winifred Worthington Wigglesworth will like your apples, too. B E E P . . .



HINTS FOR PARENTS

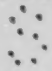
In today's lesson your child learned a new color, GREEN.
He also did more work with numbers and reviewed the idea of
UP/DOWN.

More Ways You Can Help Your Child Learn

1. Give your child any or all of the attached worksheets. Before he begins, give him several crayons including red and green. He may not be sure of the new color green yet, so make sure he can pick it out when he is asked to do so.

In his lessons your child is also learning to recognize his name and to point out the letter it begins with. The page of leaves (Worksheet 3) can be used in several ways to review these things. Choose the one you think best for your child.

a. Write his name in three of the leaves. Write other names in the rest of the leaves. Ask your child to count the leaves with his name in them. Then tell him to color his name leaves green.

b. Write your child's initial in one of the leaves. Remind him what the name of that letter is (That's the letter _____). Write the same letter in dotted outline in the rest of the leaves like this: or  Ask your child to finish the dotted letters.

c. Write your child's initial in just one of the leaves. Ask him to write it in the rest of the leaves. You may need to help him make the first few letters. When he can form them correctly, let him finish the page alone.

If you like, you can trace over the page of leaves so that your child can do all of the above activities.

2. You can play the same kind of color games to teach the color GREEN that you used with the color RED. This time, though, don't talk about red at all, even if you think your child knows the color well. Stick to green until he's sure of it.

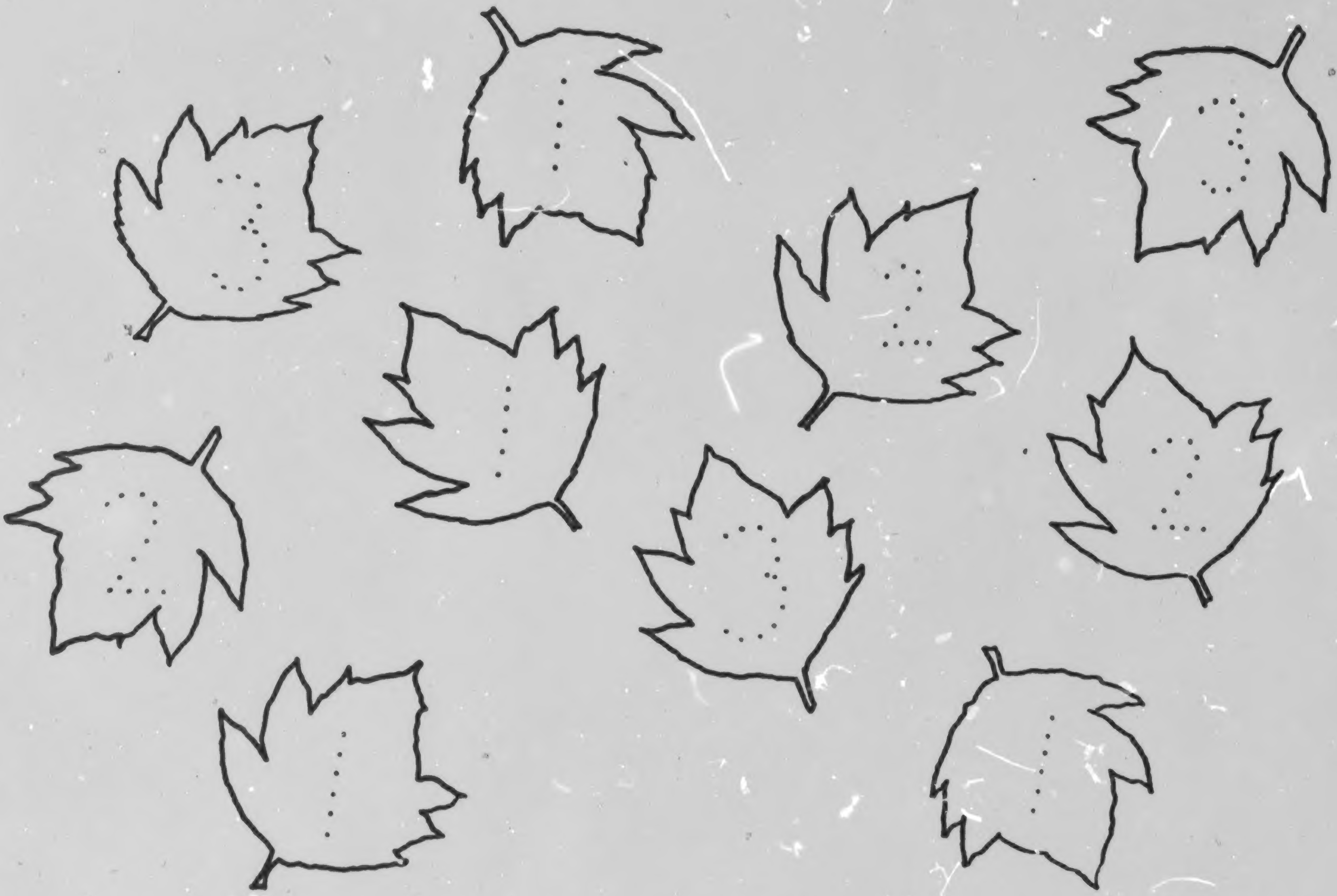
Another guessing game that's fun for the whole family to play is "True or False". Everyone takes turns saying something is green. Sometimes what a player says is true and sometimes it's false. For instance the first person might say, "Grass is green. True or false?" The next person should say "True". If he does it's his turn to make the next true or false sentence. He might say, "Sugar is green. True or false?" The fun of the game is in trying to make statements as silly as possible without laughing. To laugh would give the answer away. The funnier the examples, the more readily your younger child will join in the game and not mind if he makes a few mistakes at first, until he's learned the new color.

3. If your child still has trouble understanding what *one* and *two* mean, count with him every chance you get. One good way to get across the idea of one and two is to talk about the parts of the body. Ask your child how many eyes he has, how many ears, how many noses, etc.

Your child might like to learn this counting rhyme:

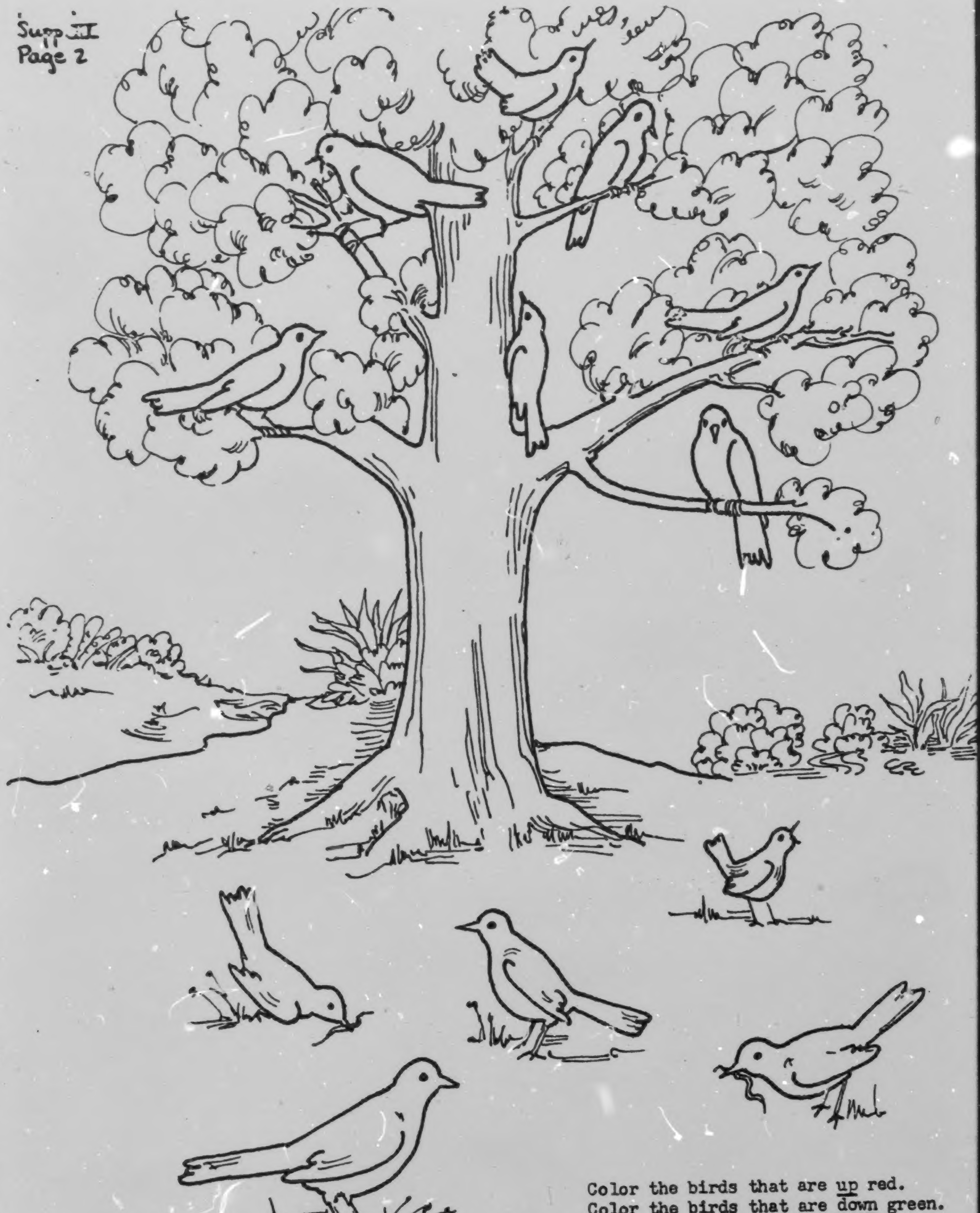
I have *two* eyes to look around,
Two feet keep me on the ground,
Two ears hear lots of noise,
And *two* hands hold my toys.
But *one* nose tells when supper's done,
And *one* mouth eats it all up - youm!

gr 1



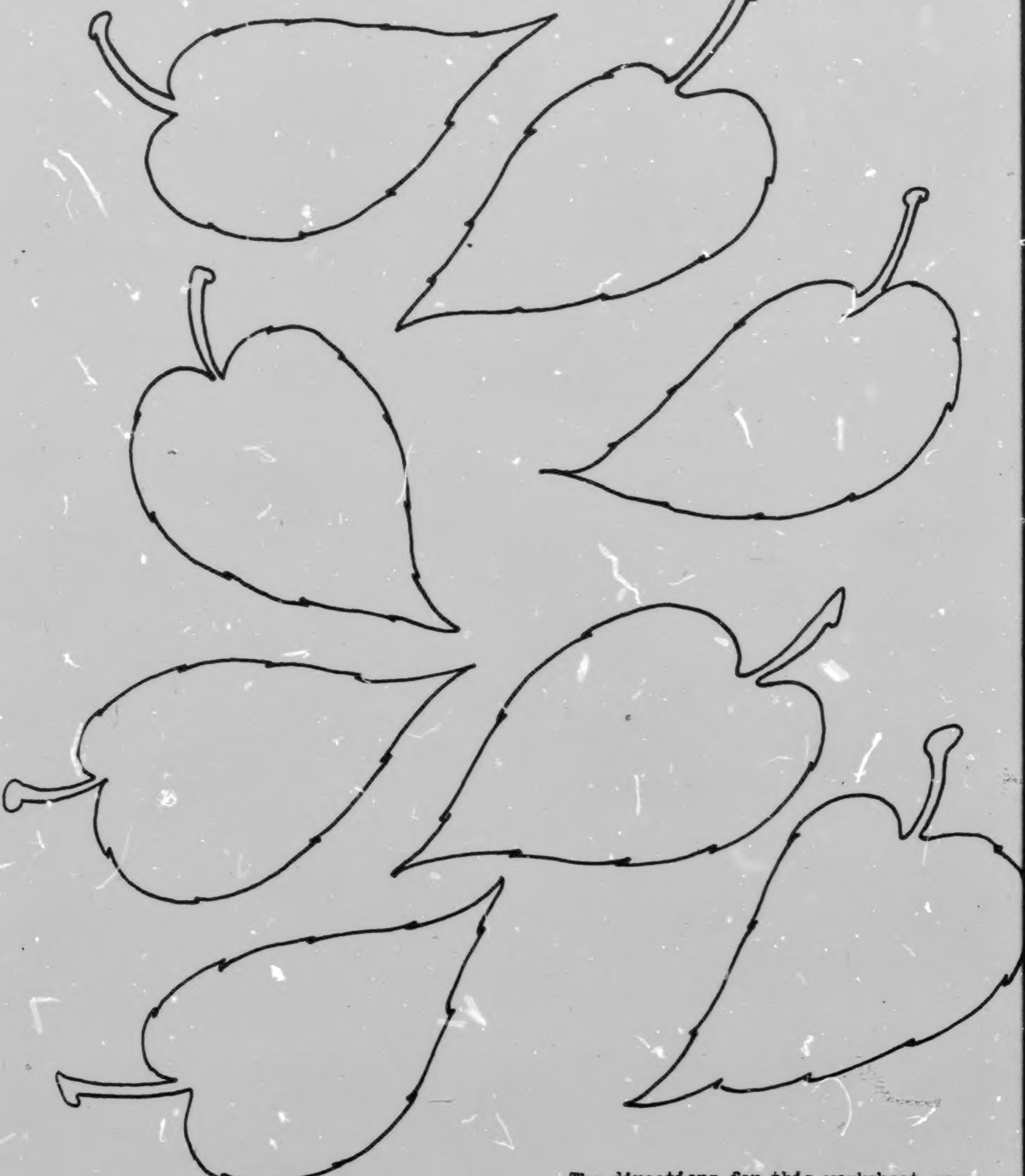
Connect the dots to finish the numbers.
Color the number 1 leaves red. Color the number 2 leaves green. . .
Count how many leaves are left. The number in the three leaves that are left is a three.
Color the number 3 leaves any color you like.

Supp III
Page 2

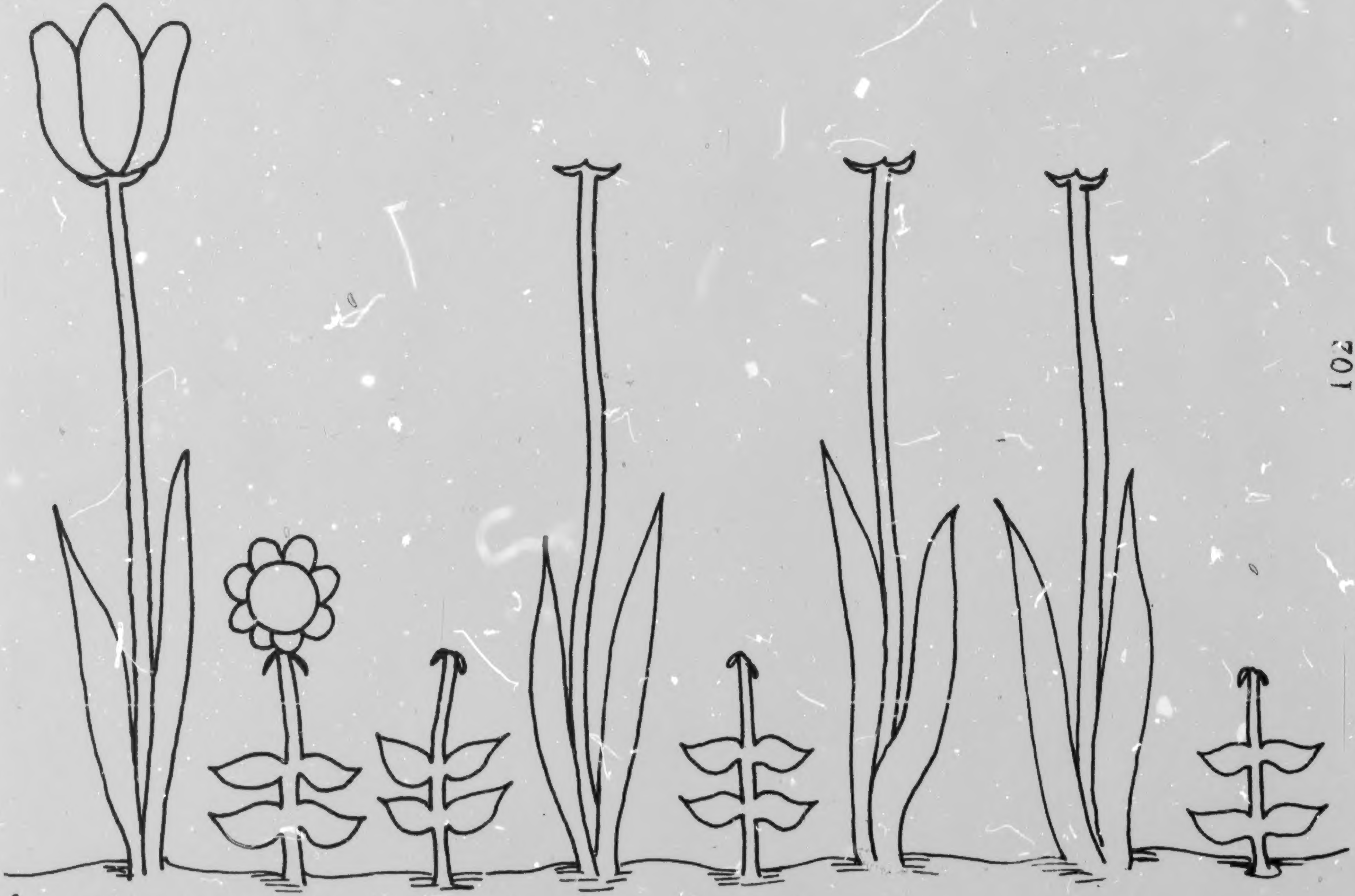


Color the birds that are up red.
Color the birds that are down green.

'Supp' XI
Page 3



The directions for this worksheet are in Hints for Parents.



Color the flower on the long stem red. Color the flower on the short stem any color you like.
Draw red flowers on all the long stems. Draw any color flowers on all the short stems. Color the leaves green.

LESSON TWELVE

Instructions

In today's lesson your child will learn which is his left hand. The right hand will not be mentioned until a later lesson. To try to teach left and right together would only be confusing, so when you talk to your child about left, try not to mention right at all.

To help him tell which is his left hand, your child will make an identification bracelet to be worn on his left wrist. He will be asked to cut out the bracelet on page two and paste it together. You may need to hold the ends together with paper clips until the glue dries. Then help your child put the bracelet on his left wrist. Save the bracelet as it will be used again in the next few lessons.

To get everything ready, write your child's name in the space on the bracelet. Then cut along the double line at the bottom of the page. Cut apart the three pictures and put them in a small envelope on which you have written your child's name.

If you should want to repeat all or part of the lesson, you can vary the last activity by using extra worksheet 5 in the Supplementary Section. You will need to change the instructions slightly, beginning at the top of the fourth page in the script. Instead of ring, mitten, shoe, and baseball mitt, insert shoe, sock, hat and boot. Cut out the three feet at the bottom of the page and put them in an envelope as you did before.

An extra identification bracelet has also been included with the supplementary materials, in case your child should lose or tear the original one.

What This Lesson Does

Shows your child which is his left hand.
Develops his ability to categorize; that is, to pick out of a group the things that go together.
Reviews the colors red and green.
Introduces counting to three.

Materials You Will Need

3 worksheets
3 hand pictures (on page 2) placed in a small envelope that has your child's name on it
Paste or glue
Scissors
Several crayons, including red and green

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Taping

Hold up your hands, (child's name). . . How many hands do you have?. . (Pause). . Two hands is right! Rudy Reader thinks you're lucky. He has wings instead of hands, and hands can do lots more. Listen to some of the things hands can do.

Hands can pat, hands can hold,
Hands can pull, hands can fold,
Hands can throw, hands can take,
Hands can write, hands can shake.

I'm going to say the poem again, and this time, (child's name), you do everything I tell you to. Are you ready?

Hands can pat. . . Pretend you're patting a kitty, pat, pat, pat. .
Hands can hold. . . Pretend you're holding a baby. . (Pause). . .
Hands can pull. . . Pretend you're pulling a long rope. . (Pause). .
Hands can fold. . . Pretend you're folding a shirt . . (Pause). .
Hands can throw. . . Pretend you're throwing a ball. . (Pause). .
Hands can take. . . Pretend you're taking a cookie. . (Pause). . .
Hands can write. . . Pretend you're writing a letter. . (Pause). .
Hands can shake. . . Pretend you're shaking hands. . (Pause). . .

Very good, (child's name)! No wonder Rudy thinks hands are handy to have. He wants to show you something else about hands, too. Take the worksheets out of your folder. . (Pause) . . You'll see Rudy on page one. . (Pause). . .

What's Rudy pointing to?. . (Pause). . A hand, that's right. Put your hand down on the picture. . (Pause). . Does your hand fit?. . . Your two hands are different, so try them both till you see which one fits best. . . (Pause). . . Did you find the hand that fits the picture?. . That's your left hand.

Rudy wants you to remember which is your left hand. How will you remember? We'll have to put something on it. Let's put a bracelet on. Get page two. . (Pause). . What do you see?. . (Pause). . A bracelet. Do you know whose bracelet it is?. . (Pause). . It's your bracelet. Point to the name on the bracelet. . (Pause). . Now you'll need to cut it out, so get your scissors. . (Pause). . Try to cut along the lines. . BEEP. . . . Now you'll need to paste the bracelet together. Call me and I'll come and help you. . BEEP. . . .

What a beautiful bracelet you made, (child's name)! Is it on your left hand? The hand that fits the picture is your left hand. See if you have your bracelet on the left hand. . . .

Now let's play a game with the hand picture. Put it in front of you. . (Pause). . Here's the game. When I say Clap, clap your hands together. Let's try it.

(Note to parent: Clap your hands each time after you say the word clap. Pause each time after you say Left Hand.)

Clap. . . . . Clap. . . . . Clap. . . . . Did you clap your hands when I did? Clap some more. . . Clap. . . . . Clap. . . . . Clap. . . . . Good! Now when I say Left Hand, put your bracelet hand down on the picture. Let's try that. . . Left Hand. . . . . Did you put your left hand down on the paper?. . Good! Now listen to what I say. . . Clap. . . Clap. . . . . Left Hand. . . . Did you clap your two hands together when I said Clap?. . . Did you put your left hand down on the paper when I said Left Hand?. . . . Good. You're ready to play the game. Here we go.

Clap. . . Clap. . . Left Hand. . . Clap. . .
Clap. . . Left Hand. . . Left Hand. . . Clap. . .
Left Hand. . . Clap. . . Left Hand. . . Clap. . .
Clap. . . Clap. . . Left Hand. . . Clap. . .

Was that fun? I bet you know which is your left hand now. There's one more worksheet. Get it out. . (Pause). . It has the number three at the top of the page. Point to the number three. . (Pause). . There's a left hand on the page too. Put your left hand on the picture. . . That's the left-hand side of the page. Can you remember that?. . .

Now look at the pictures in the boxes. Can you find the picture that's on the left-hand side of the page? Put your left hand down on the picture on the left. . (Pause). . What is it?. . (Pause). . A ring is right. Get your crayons and color the ring red. . B E E P. . . .

Look at the box next to the ring. What do you see?. . (Pause). . A mitten. Color the mitten green. . B E E P. . . . Look at the pictures again. What's next to the mitten?. . (Pause). . A shoe. Good for you! Color the shoe any color you like. . B E E P. . . Now there's just one picture left. What is it?. . (Pause). . It's a baseball mitt. Pick any color you like, and color the baseball mitt. . B E E P. . .

Now let's do something else with the pictures. Get the envelope out of your folder. . (Pause). . There's a word on the envelope. What does it say?. . (Pause). . It says your name - (Child's name). I bet you knew that! Put your left hand on the letter on the left. . (Pause). . That's the letter your name begins with. It's the letter ____. Point to the letter ______ that your name begins with. . (Pause). . Good! Now take out what's inside the envelope. . (Long Pause). .

What did you find, (child's name)?. . (Pause). . Hands. How many hands? Count them. . . One. . two. . three hands. Good counting! Now look at the pictures on page three again. Do you see something you can put on your hand?. . (Pause). . What is it?. . (Pause). . Paste one of the hands on the picture you picked. . B E E P. . . Look at the pictures again. Can you find something else that goes on a hand?. . (Pause). . What is it?. .

(Pause). . Good. Paste another hand on that picture. . B E E P. . . Now how many pictures are left?. . (Pause). . Two is right. Which one do you think the last hand goes on?. . (Pause). . Fine. Paste it on the picture you picked. . B E E P. . . Now how many pictures are left, (child's name)? . . (Pause). . Just one. Very good. What is it?. . (Pause). . If you said the shoe, you won the game! A shoe doesn't go on a hand, does it?. . . If you knew that, you deserve a big star. Bring me your worksheet, so I can make it for you. . B E E P. . . .

XII-1

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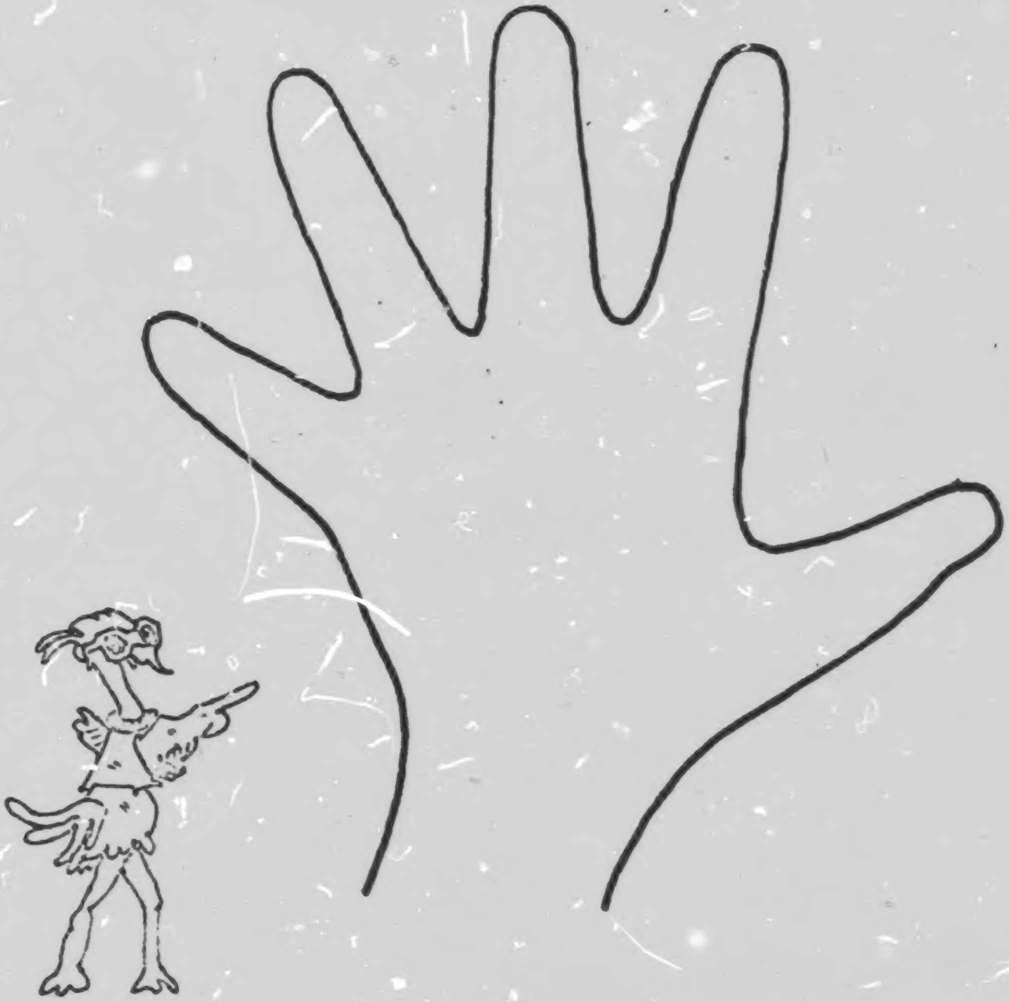

XII-2

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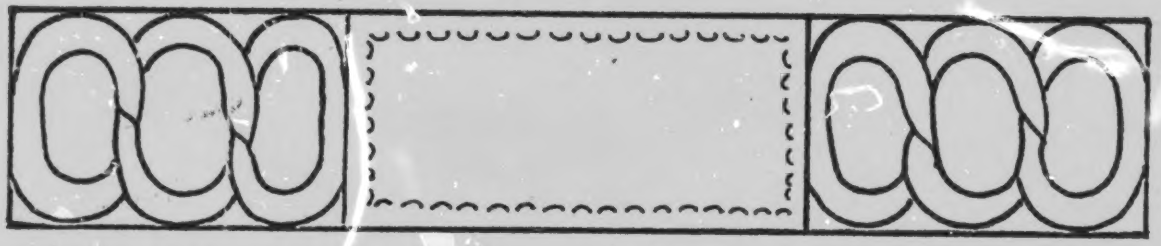

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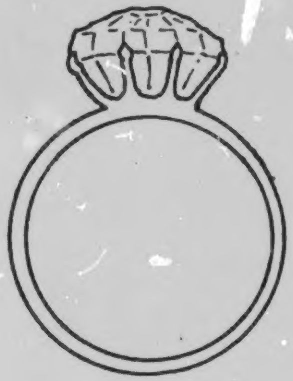

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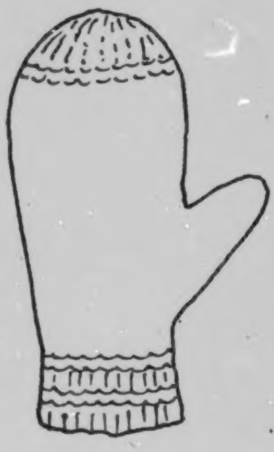

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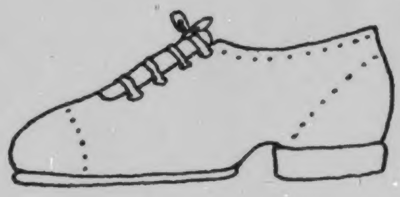

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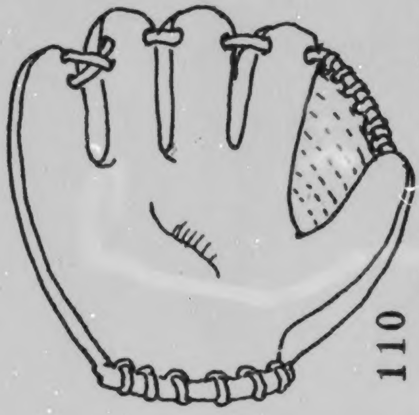
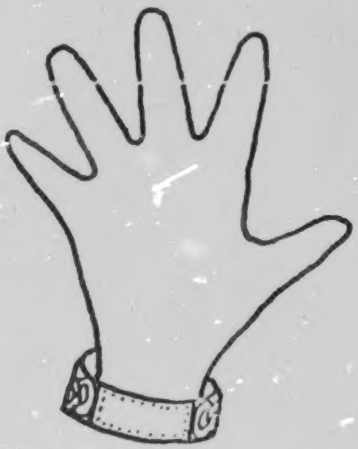




Supp. XII

HINTS FOR PARENTS

Today your child learned which is his LEFT hand.

This is important for him to know, since we read from left to right. However, the idea of left and right is sometimes difficult for young children to learn.

Be patient with your child as he begins to learn about LEFT. Don't mention right at all now. To try to teach him left and right together would only confuse him.

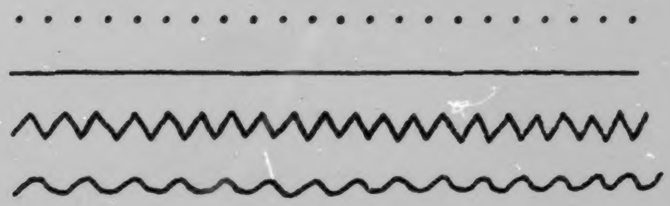
To help him learn which is his LEFT hand, put something on his left wrist while he is working. You can use the paper identification bracelet on the first worksheet. To do so, write your child's name in the blank space. Then help him cut it out and fasten it together with tape or a paper clip. Or, if you prefer, you can use a rubber band, a piece of string, or even a real bracelet, if you have one.

Your child is also learning to categorize; that is, to pick out things in a group that belong together.

Here are some suggestions for ways you can help him learn these new ideas:

1. Give him the worksheets, making sure he understands what to do with each one.

2. Let your child practice drawing lines from left to right. Show him how to make different kinds of lines, such as the following:



Make sure he always starts on the left side of the page and moves across to the right.

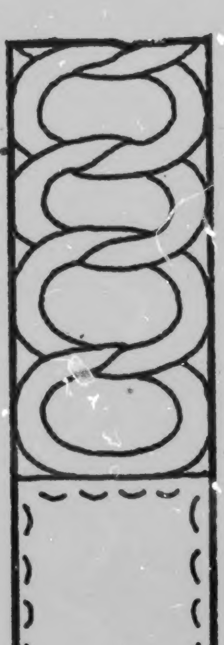
3. Your child also needs to learn that he has a left arm, a left leg, a left foot, a whole left side of his body. On the next page there is a poem that will help him learn this. Read it to him slowly and let him do all the things the poem tells him to do.

You have a left foot.
    Yes you do.
Hop on your left foot. . . .
    Good for you!
You have a left hand.
    Yes you do.
Wave with your left hand. . . .
    Good for you!
You have a left ear.
    Yes you do.
Point to your left ear. . . .
    Good for you!
You have a left eye.
    Yes you do.
Wink with your left eye. . . .
    Good for you!
You have a left arm.
    Yes you do.
Raise your left arm. . . .
    Good for you!
You have a left leg.
    Yes you do.
Kick with your left leg. . . .
    Good for you!
You have a left side.
    Yes you do.
Wiggle your left side. . . .
    Good for you!

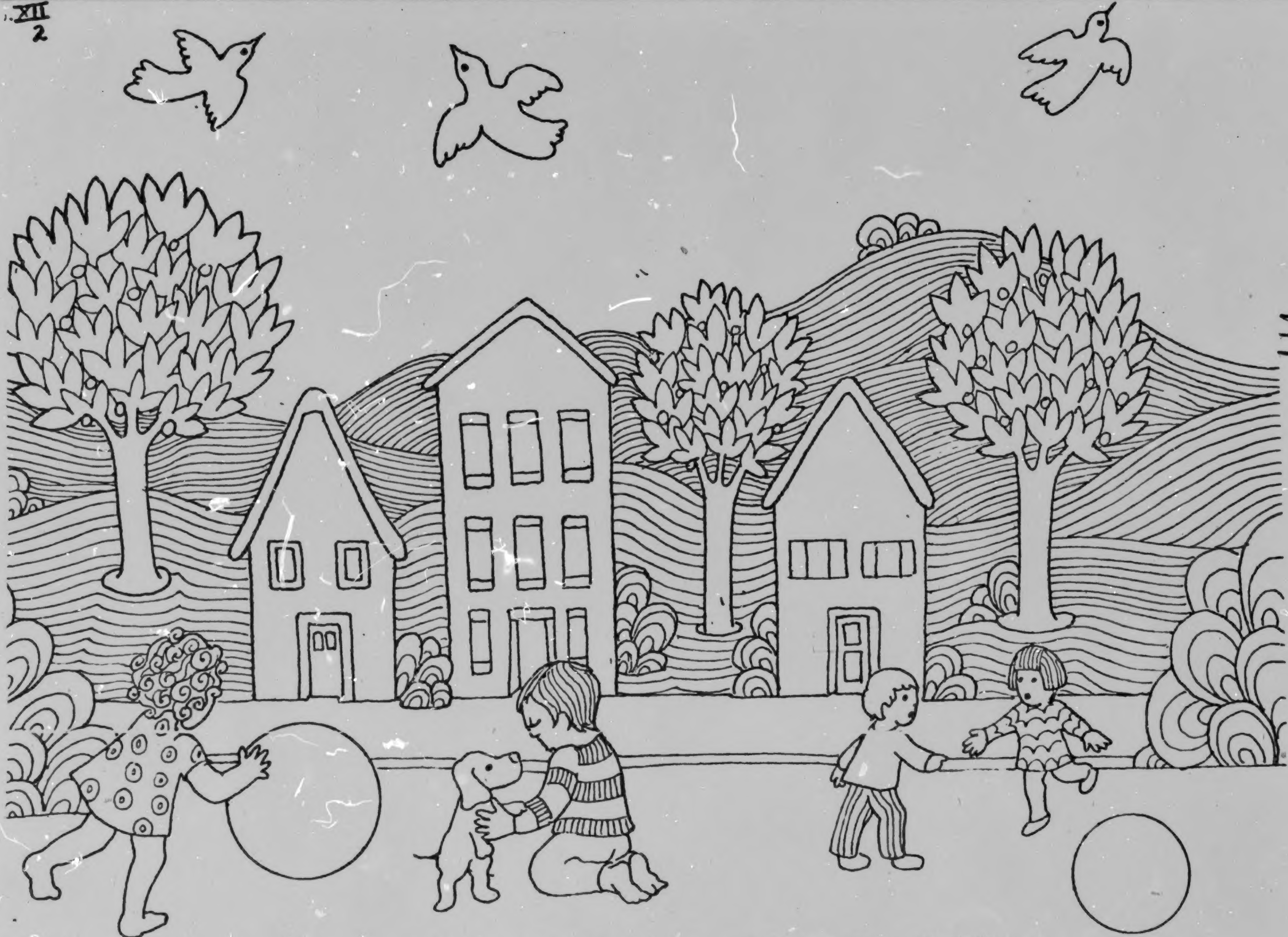
4. A good way to help your child learn about things that belong in a group is to let him help you sort the wash. Show him how to put dark clothes in one pile, light clothes in another pile. Or let him sort the dry laundry. Ask him to pick out all the socks. See if he can put the pairs together. Or you can hand him each article after it is folded and ask him to put your things in one pile, his things in another pile, Daddy's things in yet another pile, etc.

Another sorting game can be played after the dishes have been washed and dried. Ask your child to put the silverware away, with forks, spoons, and knives each going in their own separate places.

XII Supp.
Page 1



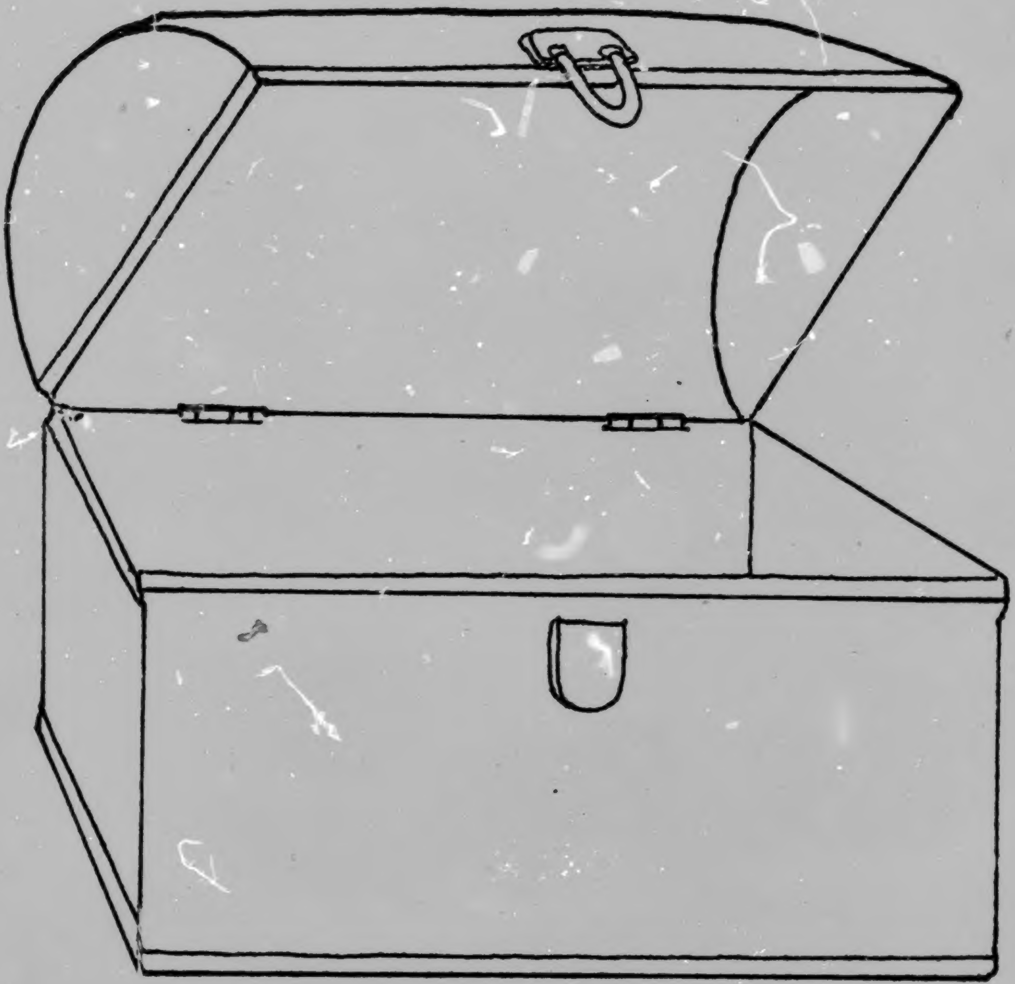
XII
2

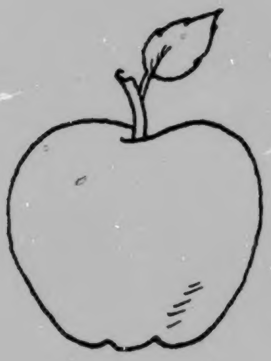


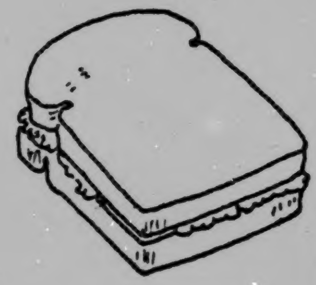
Color the tree on the left. . . Color the bird on the left. . . Color the ball on the left. . .
Color the house on the left. . . Color the child on the left. . . Use any colors you like.

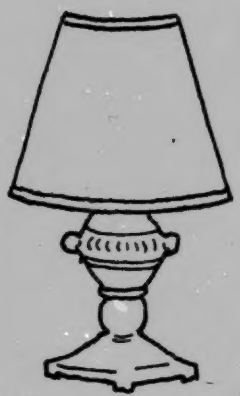
Supp. XII
Page 3

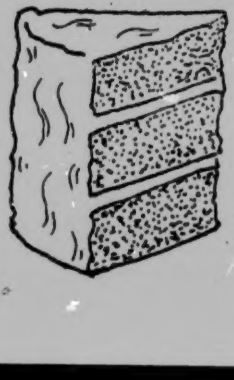
Write your child's name on the lunchbox.
Have him color the four pictures at the bottom of the page and cut them out.
Find the three pictures that go in the lunchbox. Tape (or paste them on the picture of the lunchbox.



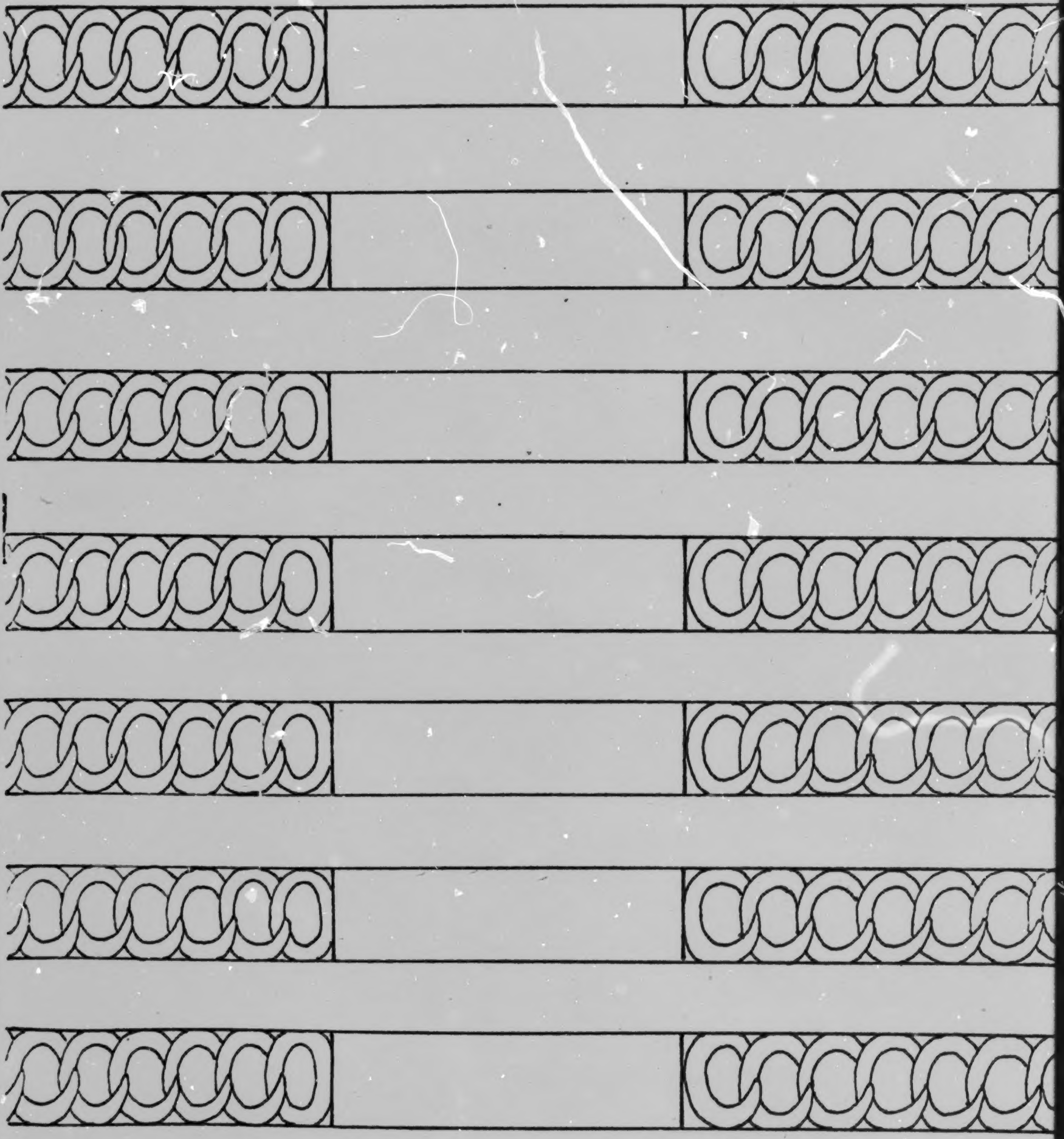






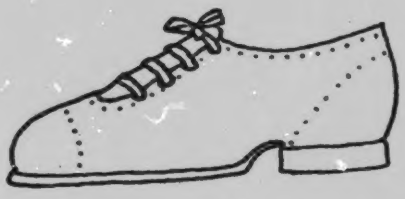


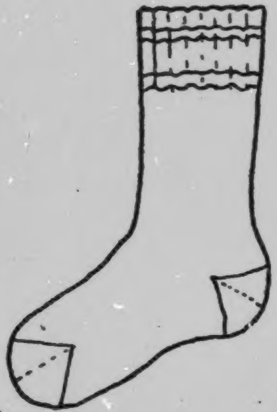
Supp. XII
Page 4

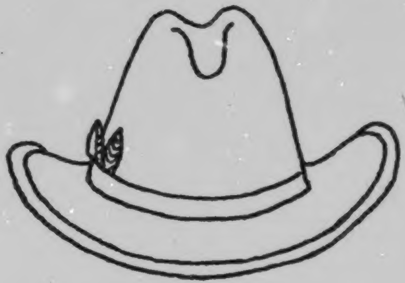


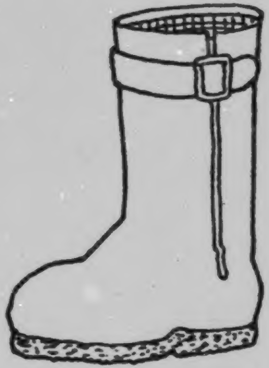
Write your child's name in one bracelet. Write the names of others in the family in other bracelets. Ask your child to find his bracelet. If he likes, he can color the bracelets. Then have him cut them out and give them to the people whose names are on them.

5









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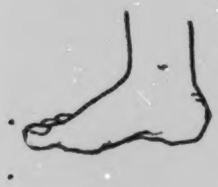

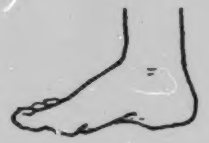

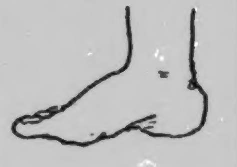

If you want to repeat this lesson, use this worksheet in place of the original page 3.

LESSON THIRTEEN

Instructions

This lesson introduces your child to the idea of top and bottom. It also reviews the colors red and green and gives him more practice with the numbers one to three. A simple left-to-right activity reviews left and also helps your child learn an important pre-reading skill.

To get the lesson ready, get a piece of string nearly as long as the room in which he will be working. Stretch it in a straight line along the floor and fasten the ends down with tape. You will also need to cut out the four pictures on the cut-out page. Put them in a small envelope that has your child's name on it. Before he begins the lesson, make sure your child has the identification bracelet on his left hand.

What This Lesson Does

Introduces the idea of top and bottom.
Reviews the numbers one to three.
Reinforces left and gives your child practice moving from left to right across a page.
Reviews the colors red and green.
Encourages your child to find words that rhyme.

Materials You Will Need

Identification bracelet (from Lesson XII)
2 worksheets
Cut-out page
Magic marker
Crayons
Small envelope for cut-outs (with child's name written on the outside)
String (to be stretched along the floor, as in instructions)

Taping

Step right up, folks! Get your tickets here for the greatest show on earth! Guess where you and Rudy are going today, (child's name). . . . To the circus! It'll be crowded and you don't want to get lost. So be sure you're wearing your name bracelet. Is it on your left hand?. . . . Hold up your left hand. . (Pause). . Good!

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Listen, the music's starting. I wonder what we'll see first. Get the worksheets out of your folder and find page one. . BEEP. . . . Wow! Look at the tightrope walkers way up there on those two thin wires. I hope they don't fall. Point to the man on the bicycle. . (Pause). . He's on the top tightrope. . . Who's on the bottom tightrope?. . (Pause). . A lady with an umbrella. Point to the lady. . (Pause). . Oh, oh, those tightropes don't look very strong. They're only dotted in. Quick! Before someone falls off, get your magic marker. . (Pause). . Finish the top line first. Start on the left side of the line, where the man is, and connect the dots all the way across to the other side. . BEEP. . . Now do the same thing for the lady. Be sure you start at the left-hand side of the line. . BEEP. . . . Good work, (child's name)! Now the tightrope walkers will be safe!

How would you like to be a tightrope walker, (child's name)?. . . Do you see the string I taped to the floor?. . . Go over and stand at one end of the string. . (Long Pause). . That string will be your tightrope. Make believe it's high off the ground. Start with your left foot. Do you know which is your left foot?. . . It's on the same side as your left hand. Tap your left foot. . (Pause). . Good. Now put your left foot down on the string. . . Carefully. . . carefully. . . walk along the string, all the way to the end. . Don't fall off now. . . Are you staying on the string, (child's name)?. . . Did you make it across without going off the string?. . . Very good, (child's name)! Now listen to the circus announcer.

"Ladies and gentlemen, hold onto your seats! (Child's name) the Great is going to perform on the tightrope for you!" Are you ready, (child's name) the Great?. . . Step on the string with your left foot. . . Take three slow steps - one. . . two. . . three! . . Now for the dangerous part. Hold out your arms to balance yourself. Now jump three times along the rope . . . One jump. . . two jumps. . . three jumps. . . Now turn all the way around on the rope. . (Pause). . and run to the end! . . (Pause). . Listen to the people clapping! You're a wonderful tightrope walker, (Child's name) the Great! Stand on your left foot and take a bow. . (Pause). . Now go back to the tape recorder and listen to the circus announcer again. . (Long Pause). . .

"And now, folks, you're about to see the greatest acrobats in the world. The big ring is ready! " You'll see it, (child's name) on page two. . . (Pause). . The acrobats are in the envelope that has your name on it. Get them out. . (Pause). . Say, what's Rudy Reader doing there with the other circus animals?. . . I bet he wants to get into the act, too. Let's help the acrobats get ready.

Find Elmer Elephant. . (Pause). . What number is he wearing?. . . (Pause). . One is right. Color the one green. . B E E P. . . Now find Selma Seal. She's balancing a ball on her nose. What number is on Selma's ball?. . : (Pause). . A two. Good for you. Color the number two ball red. . B E E P. . Do you see Chester Chimpanzee? He's that funny monkey wearing a hat. What number is on the chimp's hat?. . (Pause). . A three. Very good. Color the hat any color you like. . B E E P. . . Color Rudy's balloon your favorite color. . B E E P. . . . .

"Okay, folks, the acrobats are ready. On with the show!
"Hold onto your hats, please, the show has begun!
On the bottom is Elephant Number One! "

Take Elephant Number One, (child's name), and put him in the big ring on page two. . (Long Pause). . Very good!

"On top of the elephant - Whoopadee doo!
Is Selma the Seal, and she's Number Two!"

Take the seal with the number two ball. Stand her on top of the elephant. . (Long Pause). .

"On top of the seal, folks - how can it be?
Chester the Chimpanzee is Number Three! "

Put the chimpanzee on top of the seal. . (Long Pause). .

"On top of the chimp, on top of them all,

It's Rudy Reader! Oh, Rudy, don't fall! "

Put Rudy on top of the chimpanzee, (child's name). . (Pause). . And now let's hear three big cheers for the acrobats. Good and loud. . . Hurray. . . Hurray. . . Hurray! . . . . .

"Now don't go away, folks, this act isn't through,

The acrobats still have some more tricks to do."

Pick up the acrobats, (child's name), and get ready to do some more tricks with them. Put them where the circus announcer tells you to.

"Hold onto your hats, folks, if you've still got 'em,

This time it's Rudy, who'll be on the bottom."

What an act this'll be with little Rudy on the bottom! Put him in the ring on the worksheet and let's see who comes next. . (Long Pause). . .

"On top of Rudy - Whoopadee doo!

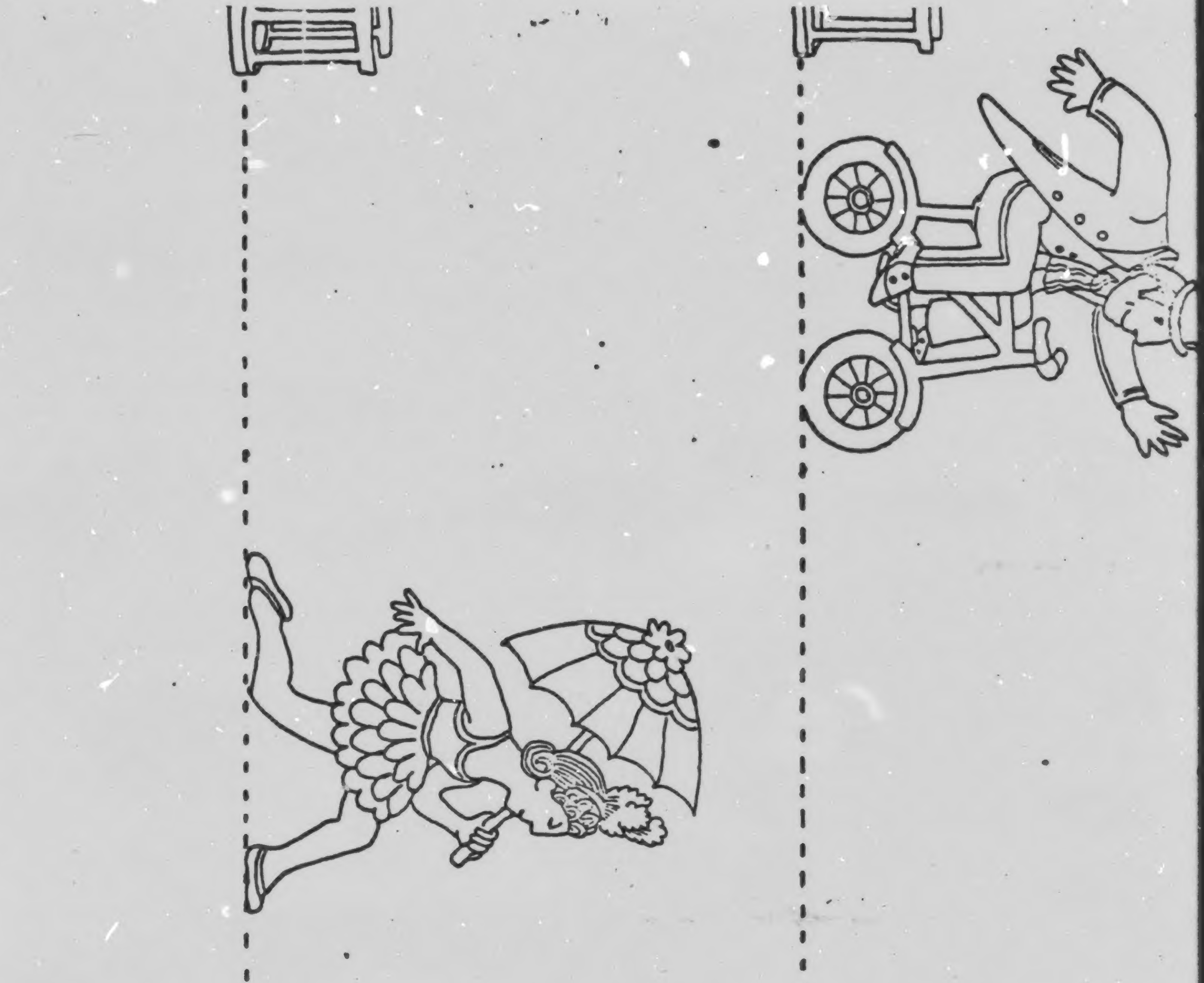
It's Selma the Seal, and she's Number ______"(Pause). . . What number is the seal, (child's name)?. . . . . . . Two is right! Put the seal on top of Rudy. . (Long Pause). .

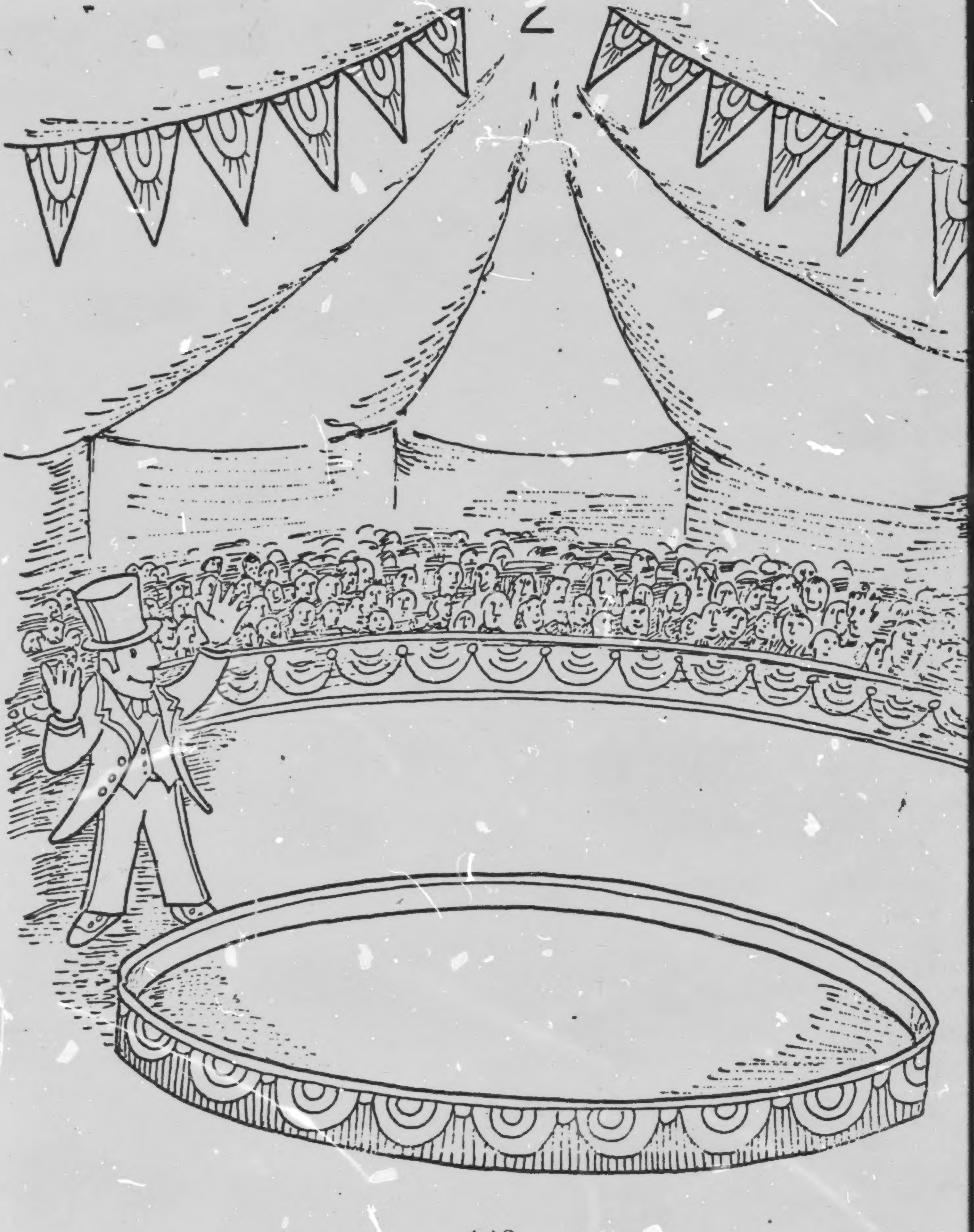
"And on top of Selma who do you see?

It's Chester the Chimpanzee; he's Number _______"(Pause). . . What number is the chimp?. . (Pause). . Three. Very good! Put the chimp on top of the seal. . (Pause). .

"Hold your breath, folks! The act's almost done!

Way up on top goes number ________" (Pause). . . Number One goes on top of the chimp. Put the elephant on the top of the acrobats. And now let's give three more big cheers for the world's greatest acrobats! Hurray. . . . . Hurray. . . . . Hurray! . . . . . . And now if you like, (child's name), you can play with the acrobats some more, because that's the end of your lesson for today. . BEEP. . . . .

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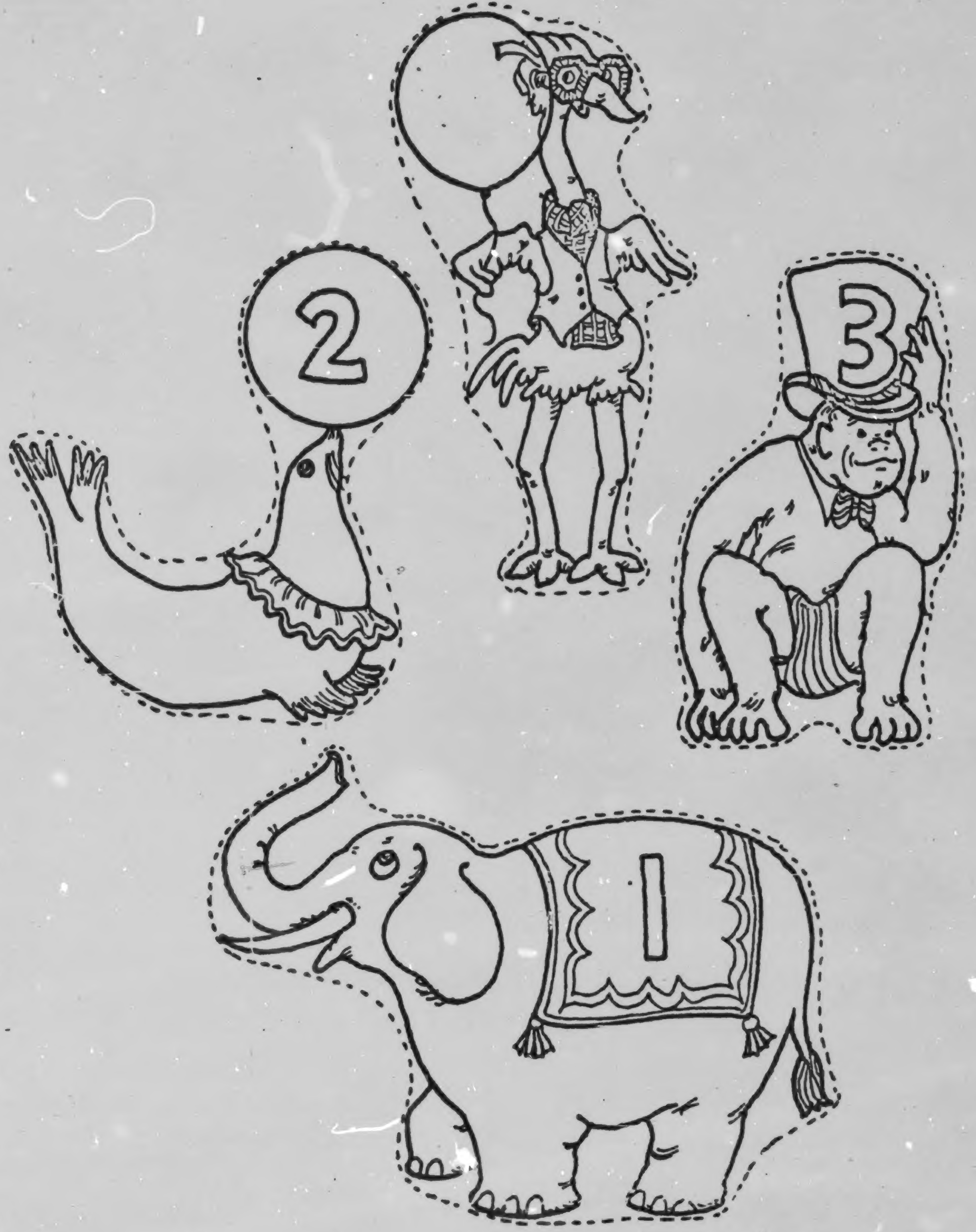
Cut-out Page



HINTS FOR PARENTS

Today your child learned about TOP and BOTTOM.

He also worked with the numbers 1 to 3 and reviewed colors and the idea of LEFT.

Ways to Help Your Child Learn

1. Give him the three worksheets and explain what he is to do with each one.

2. The whole family should start mentioning LEFT as often as possible. "Jimmy, pass the bread with your left hand," or "My left ear itches. Does your left ear itch, Jimmy?" Let your child wear his paper bracelet or some other bracelet if he has trouble remembering which hand is which.

   If you're with him when he's dressing, you might say, "Put your left foot in your shoe," or "Put your left arm in the sleeve." Do this every day until he is really sure which is his left side.

   Gradually your child should learn that things as well as people have a left-hand side. If he is sitting in an arm chair, you might ask him which is the left-hand side of the chair. It will be easy for him to see that the left-hand side of the chair is where his left hand is. If you go for a drive, point out that the steering wheel is on the left-hand side of the car.

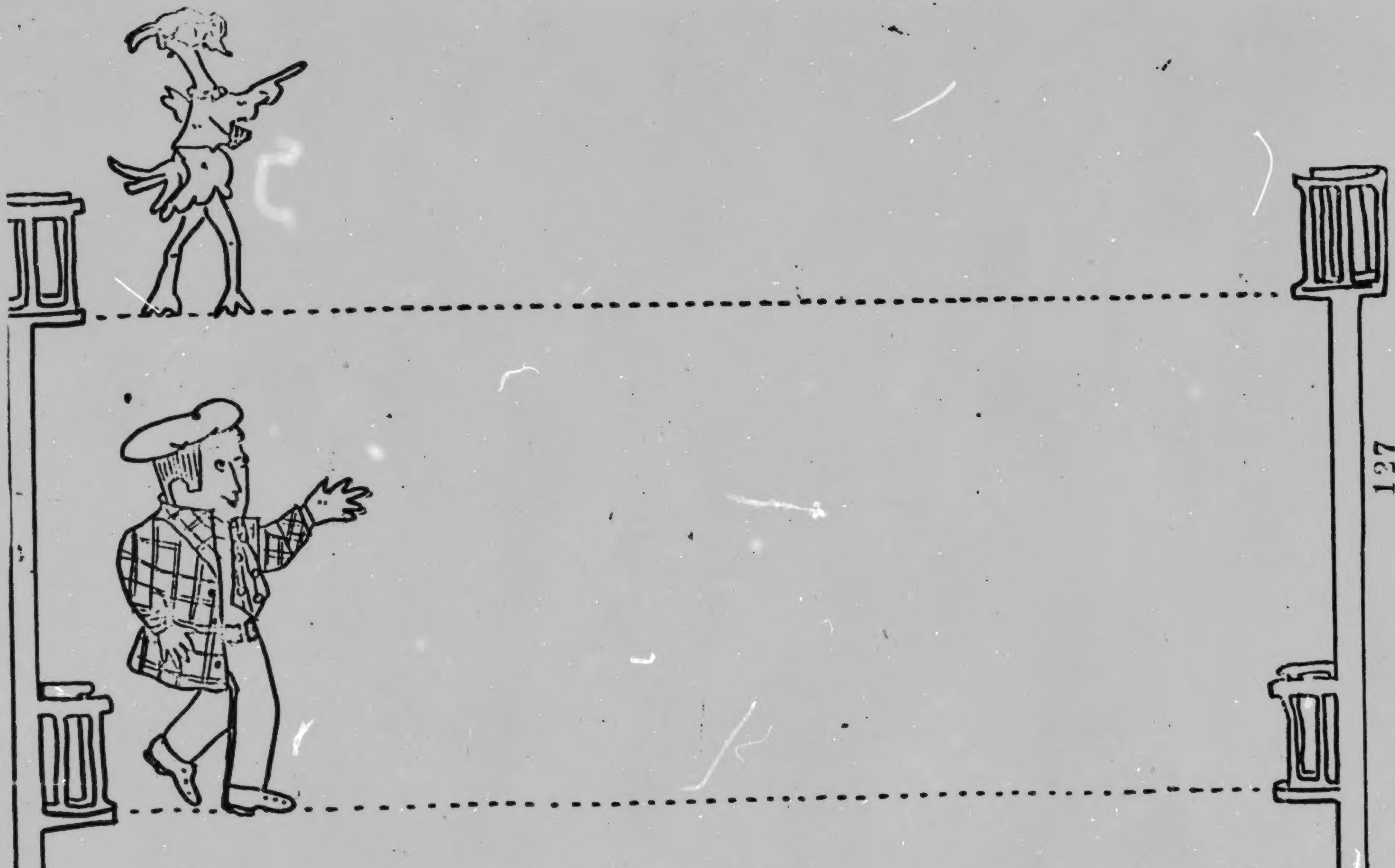
3. To help your child understand the ideas of TOP and BOTTOM, put two unopened cans or boxes on top of one another. Ask him which one is on top, which one is on the bottom. Then give him more cans and let him arrange them as you direct: "Put the can of tomatoes on the bottom. Put the can of beans on top of the tomatoes. Put the can of soup on top of the beans." Then ask him, "Now which can is on top? Which can is on the bottom?" Don't talk about things that are in the middle yet. Wait until he is sure about top and bottom.

   You can play the same kind of game with other things you have around the house - books, plastic containers of different sizes, hats, etc.

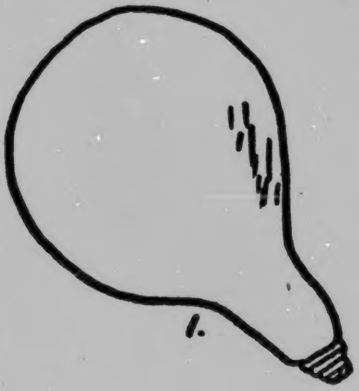
You have a left foot.
    Yes you do.
Hop on your left foot. . . .
    Good for you!
You have a left hand.
    Yes you do.
Wave with your left hand. . . .
    Good for you!
You have a left ear.
    Yes you do.
Point to your left ear. . . .
    Good for you!
You have a left eye.
    Yes you do.
Wink with your left eye. . . .
    Good for you!
You have a left arm.
    Yes you do.
Raise your left arm. . . .
    Good for you!
You have a left leg.
    Yes you do.
Kick with your left leg. . . .
    Good for you!
You have a left side.
    Yes you do.
Wiggle your left side. . . .
    Good for you!

4. A good way to help your child learn about things that belong in a group is to let him help you sort the wash. Show him how to put dark clothes in one pile, light clothes in another pile. Or let him sort the dry laundry. Ask him to pick out all the socks. See if he can put the pairs together. Or you can hand him each article after it is folded and ask him to put your things in one pile, his things in another pile, Daddy's things in yet another pile, etc.

Another sorting game can be played after the dishes have been washed and dried. Ask your child to put the silverware away, with forks, spoons, and knives each going in their own separate places.



Connect the dots so Rudy and Ship Shapely can walk across the tightrope.
(Note to parent: Be sure your child starts at the left-hand side of the page.)



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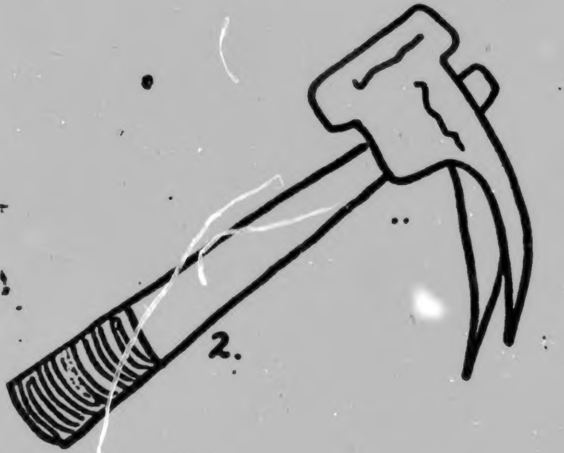

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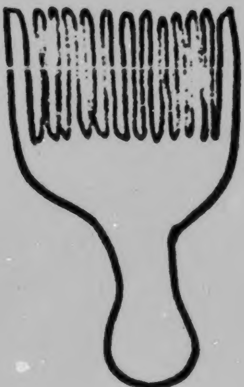

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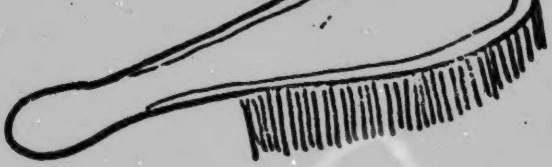
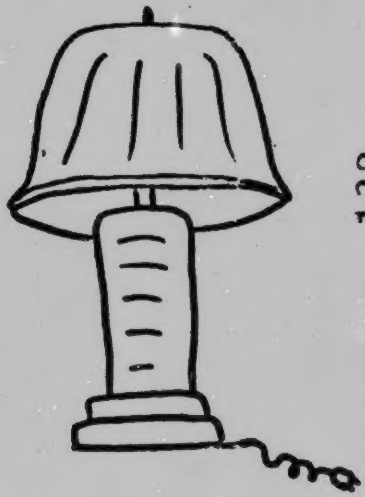
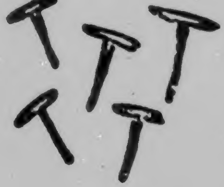


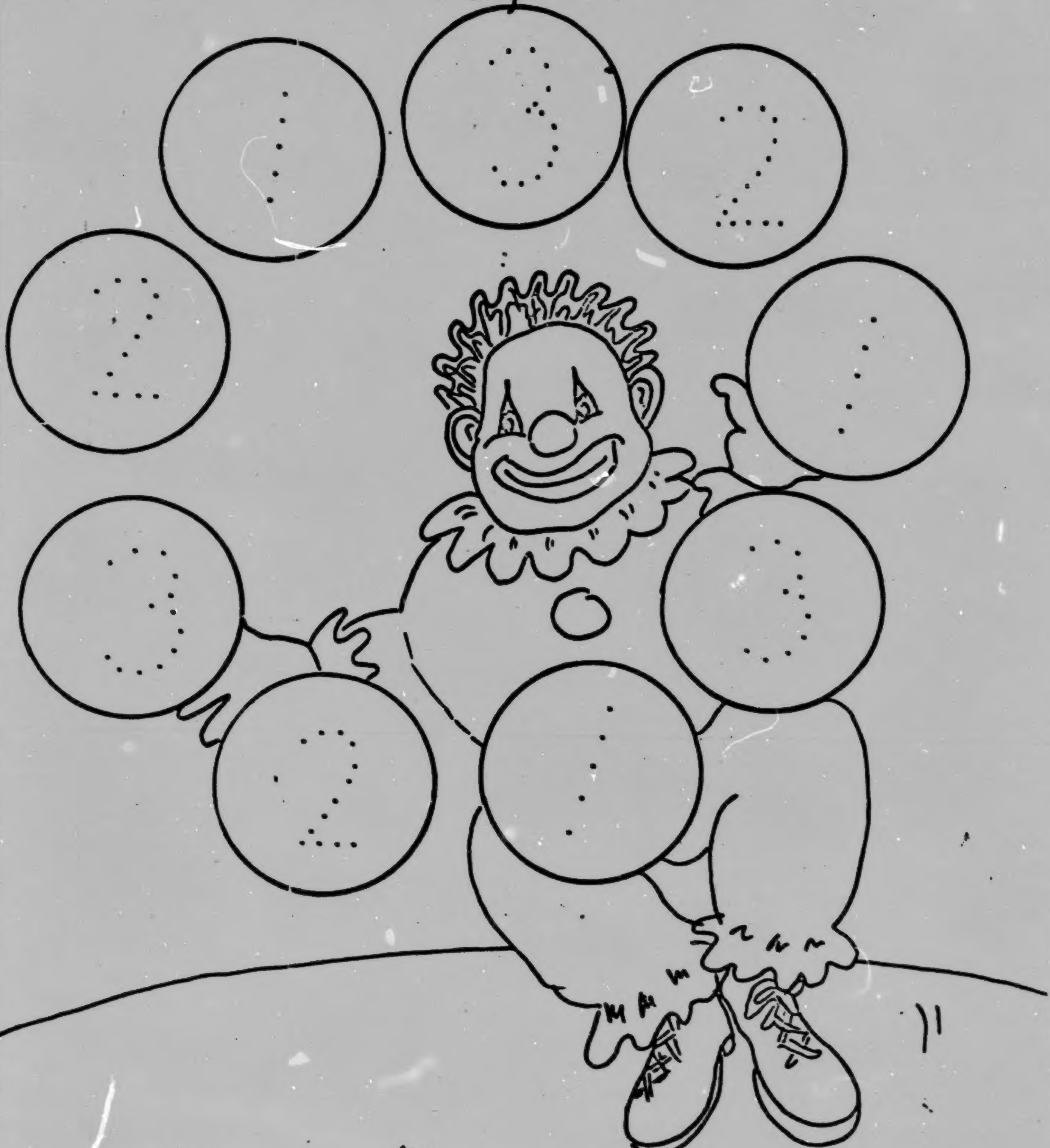




Draw a line from picture #1 to the picture across the page that it goes with. Then do the same with pictures #2 and #3.

Supp. XIII

Page 3



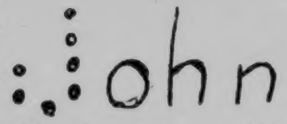
Connect the dots to finish the numbers. Color all the #1 balls red. Count the red balls. . . Color all the #2 balls yellow. Count the yellow balls. . . How many balls are left? What number is in them? Color the three #3 balls green.

Note: Be sure to reproduce the first worksheet on yellow paper.

LESSON FOURTEEN

Instructions

Today your child will meet a new color - yellow. He will also learn that things have a top, middle and bottom. To get the lesson ready, write your child's name in large letters on the license plate on the first worksheet. Make the first letter dotted, as in the example below:



Before your child begins, make sure he has his bracelet on his left hand. If the original bracelet has been lost or torn you can make one of your own out of paper, string, paper clips, or use a real bracelet, if you have one.

What This Lesson Does

Introduces the color yellow
Helps your child learn that things have a top,
   middle and bottom.
Reviews the numerals one to three.
Reviews circles.
Reviews the idea of left.
Introduces the idea of traffic safety.

Materials You Will Need

Identification bracelet
3 worksheets
Scissors
Red, yellow and green crayons
Paste or glue

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XIV-2

Taping

Guess where you're going today, (child's name) . . . For a car ride with Rudy. Would you like to be the driver? . . Then pretend you're getting in the car, turn the key. . . Wait! We forgot something! You can't drive without a license. Every car needs a license. Get the worksheets out of your folder and find page one. . . BEEP. . .

Do you know what that is? . . . It's a license plate. It even has your name on it. But someone forgot to finish the first letter in your name. Put your finger on the dotted letter. . (Pause) . . . Now take your magic marker and connect the dots, so we can see what letter it is. . BEEP. . . Do you know the name of the letter you made? . . . Good! Someone forgot to finish the numbers on your license plate, too. Point to the dotted numbers. . (Pause) . . Take your magic marker and finish them. . BEEP . . What's the number you made, (child's name)? . . (Pause). . Three is right. How many threes are there? Count them. . . One. . two. . three threes. Very good!

Your license is a pretty color. Do you know what color it is? . . (Pause) . . It's yellow. Yellow's the color of corn and butter and bananas. It's also the color of some license plates, just like yours. Now Rudy's ready to go for a ride. Are you ready, too, (child's name)? . . .

Your chair can be the driver's seat. Turn on the motor. . (Pause). . Grab hold of the steering wheel. . (Pause). . and let's go. Rmmmmmm. . .Zmmmmmm. . .Rmmmmmm. . . We're driving down (Name of a familiar street) Street. Rmmmmmm. . .Zmmmmmm

. . . Rmmmmmmm. . . Don't go too fast. We're coming to the corner. We're going to turn left. Stick out your left arm. Do you know which one it is? It's the one with the name bracelet on it. Is your left arm out? . . . Then turn the wheel left. . . Turn. . . turn. . . turn the wheel. Careful, there's a big truck coming this way. Slow down a bit. . . Rmmmmmm. . . Zmmmmm . . . Rmmmmmm. . . Now we're coming to a traffic light. Do you know what traffic lights say, (child's name)? . . . Well, stop your car, and I'll tell you.

Here is something cars must know:
Red means stop. Green means go.
Yellow means Watch out! Go slow!

Can you say the poem with me? I'll say a line and you say it after me. Are you ready?

Here is something cars must know: . . (Long Pause). .
Red means stop. . (Pause). . Green means go. . (Pause). .
Yellow means Watch out, Go slow! . . (Long Pause) . .
This time see if you can say it along with me. (Read slowly:)
Here is something cars must know:
Red means stop. Green means go.
Yellow means Watch out! Go slow!

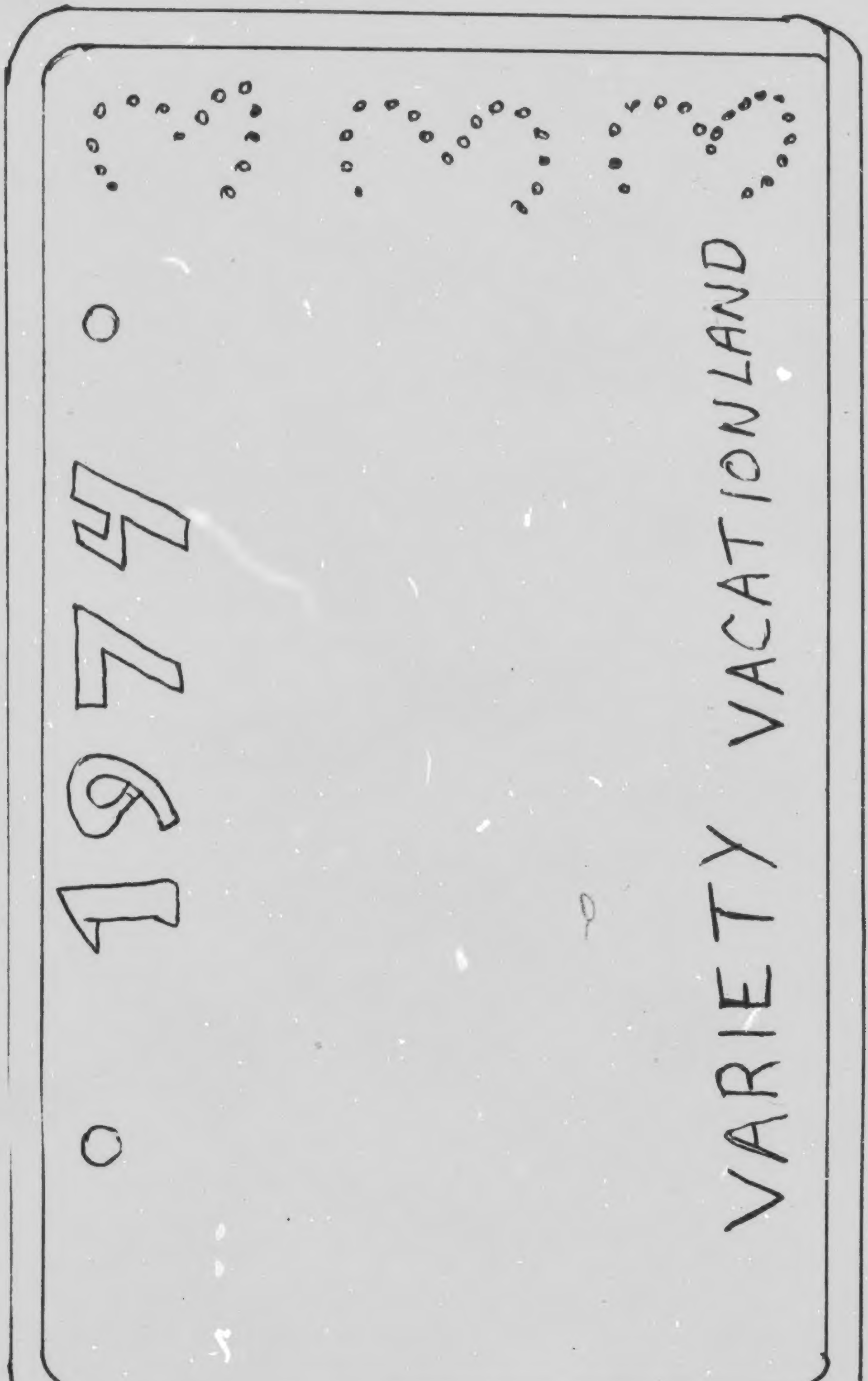
Very good, (child's name)! But Rudy's getting impatient. He wants to drive some more. Are you in your driver's seat? . . (Pause). . Then turn on the motor. . (Pause). . Grab hold of the steering wheel. . (Pause). . and we're off!

Rmmmmm. . . Zmmmmm. . . Rmmmmm. . . We're driving down *(Name of another familiar street)* Street now. I see a *red* traffic light up ahead. Put your foot on the brake and STOP! . . . Did you stop your car, (child's name)? . . Good. Red lights always mean *stop*. Don't move until the light turns green. There, it's green. Green means *go*. Are you driving again? Rmmmmm. . . Zmmmmm. . . Rmmmmm. . . We need to go *left* again. Stick out your *left* arm. . (Pause). . . Turn the wheel *left*. . (Pause). . Rmmmmm . . . Zmmmmm. . . Rmmmmm. . There's a yellow light. Slow down, driver. . . Slower. . . slower. . . The yellow light turned red, so STOP! Did you stop when the light turned red? . . You're a very good driver, (child's name)!

I bet you could make your *own* traffic light. Get worksheet number two. . (Pause). . What do you see?. . (Pause). . Some *circles*. How many circles? . . (Pause). . *Three* is right. Point to circle number one. . (Pause). . Color the number *one* circle red. . BEEP. . . Point to circle number two. . (Pause). . Color the number *two* circle yellow. . BEEP. . . What number is in the last circle, (child's name)? . . (Pause). . A three is right! Color the number *three* circle green. . BEEP. .

Now get your scissors and cut out the three circles. . BEEP. . We'll use the circles to make a traffic light. Get the worksheet with the number three at the top. . (Pause). . Now get the glue . . (Pause). . Point to the *top* circle. Rudy's pointing to it, too. That's where the red light goes. Paste the *red* light in the *top* circle. . BEEP. .

Now point to the bottom circle. . (Pause). . The green light goes there. Paste the green light in the bottom circle. . BEEP. . The circle that's left is the middle circle. Paste the yellow light in the middle circle. . BEEP. . You did a fine job today, (child's name)! If you like, we'll hang up your traffic light where everyone can see it. . BEEP. .



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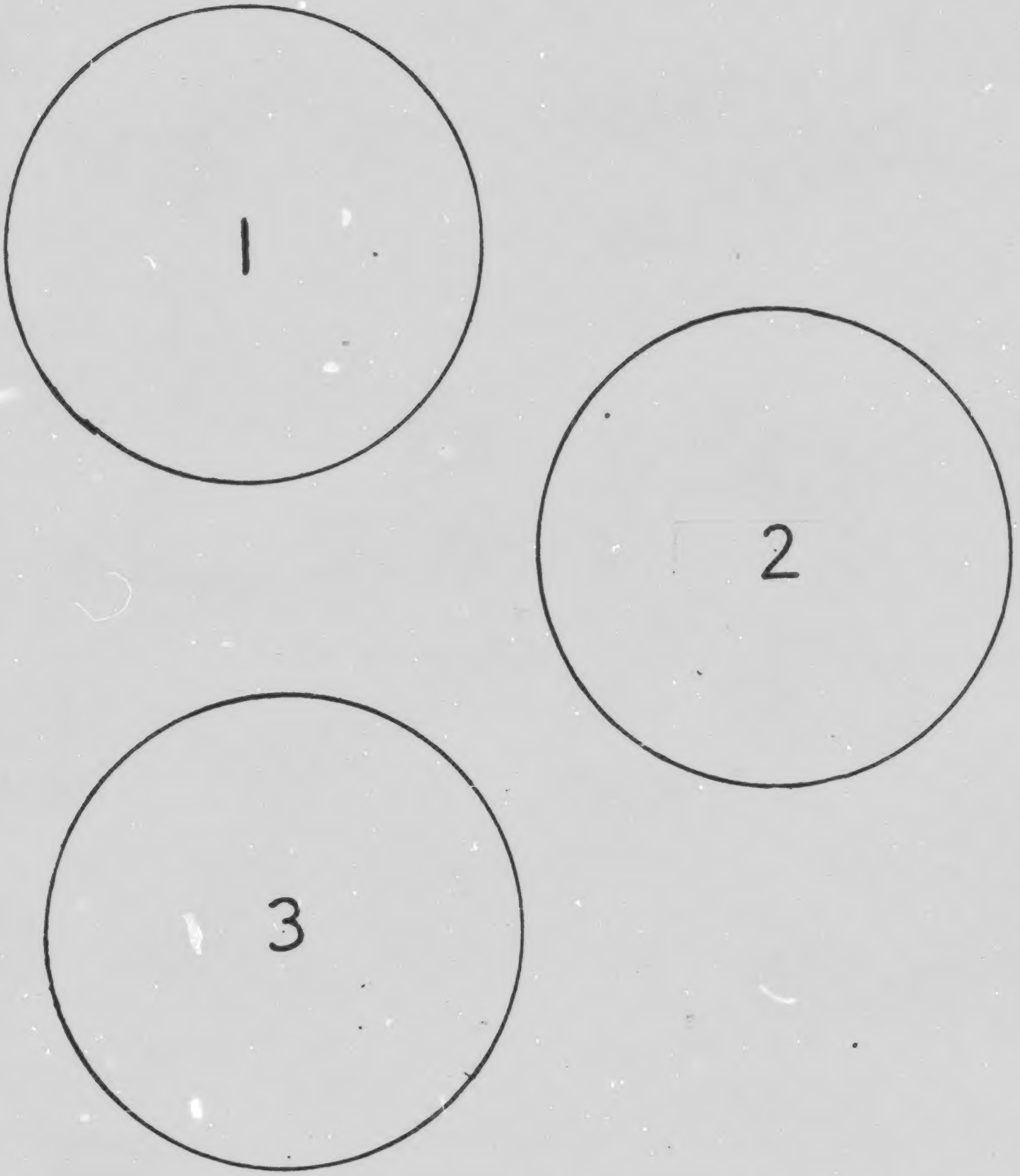

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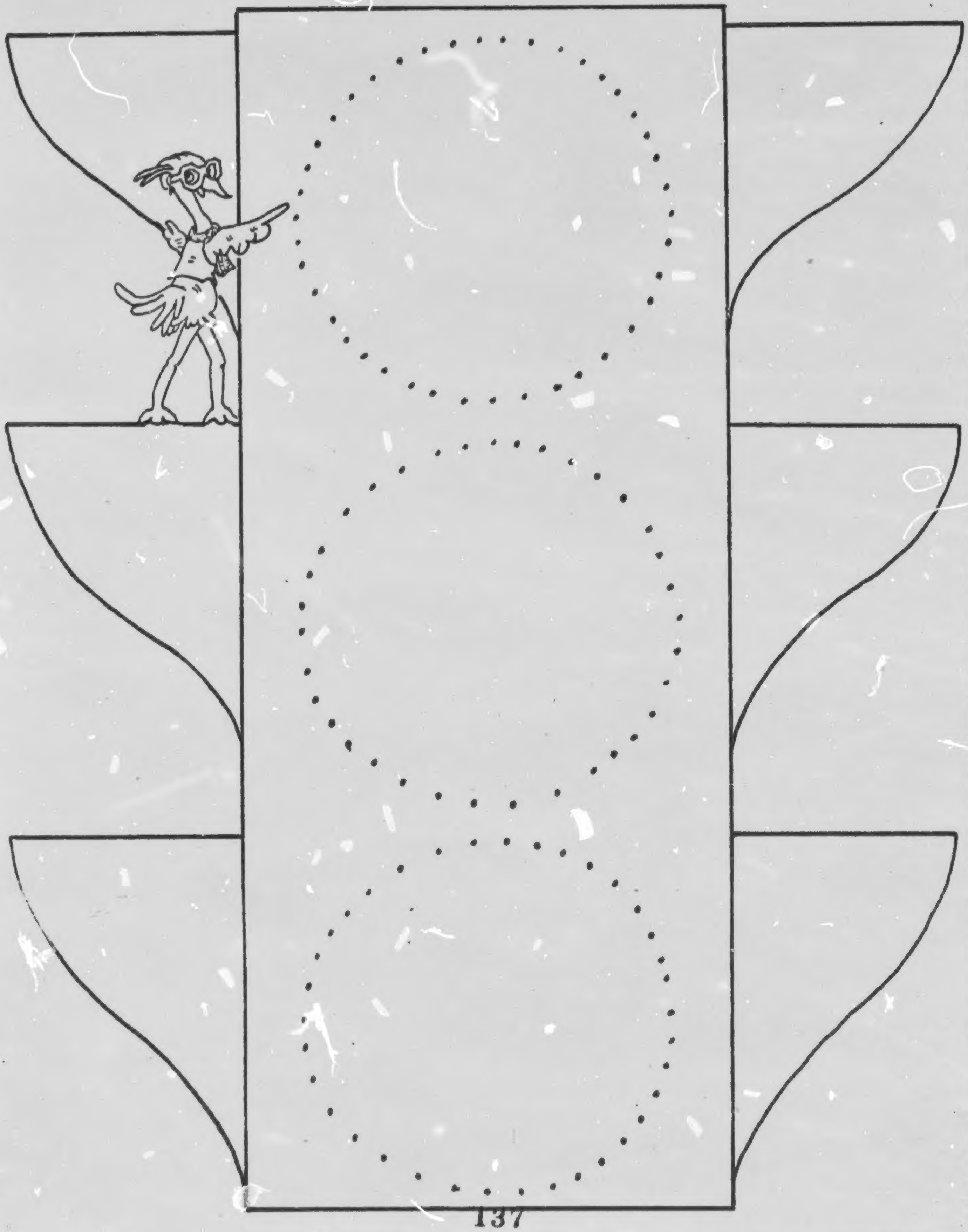


HINTS FOR PARENTS

Today's lesson was a traffic safety lesson. In it your child learned about TOP, MIDDLE, and BOTTOM.

He also worked with the numbers 1, 2, and 3, and with the colors red, yellow and green.

Here are some things you can do to help your child practice the things he is learning in his lessons:

1. Give him the attached worksheets.

The directions for the first worksheet are as follows:

Tell your child to color the #1 lights yellow, the number 2 lights green, the number 3 lights red. Then ask him to draw a line from the car on top across the page toward the school. However, the car can only go till it comes to a red light

Then let him do the same thing with the other two cars. The object of the game is to see which car can reach its destination.

2. If you get the chance, take your child for a short walk in the neighborhood. Point out the real traffic signs, and see if he remembers what the different colored lights mean. Explain to him why it is important to do what the lights say.

In his lesson, your child learned the following traffic safety poem. You can help him memorize the poem by repeating it with him several times a day.

Here is something cars must know:
Red means STOP!
Green means GO!
Yellow means WATCH OUT! GO SLOW!

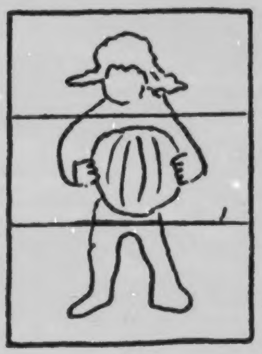
3. Point out the numbers 1, 2 and 3 to your child as often as you can. You will find them in books, magazines and newspapers, on telephone dials, on clocks, on signs in stores, almost everywhere you look. Talk to your child about the numbers, and ask him to pick out ones, twos, and threes whenever he sees them.

Another way to get across the idea of 1, 2 3 is to clap your hands once, twice, or three times, saying the numbers as you clap. Have your child do it after you, but keep changing the number of times you clap.

4. You can help your child understand TOP, MIDDLE, and BOTTOM by using the words as often as you can. For instance, you might look up and say, "The ceiling is at the top of the room. The picture is at the middle of the room. What's at the bottom of the room?" When you're at the store, ask him what's on the top, middle or bottom shelves. You can also use the stacked cans or boxes as you did when you taught him about top and bottom.

5. Another game your child might enjoy can be made easily by cutting out a brightly colored picture from a magazine. Draw three lines across it from side to side, using a magic marker. The drawing below marked A will show you how. Then talk to your child about the parts of the picture. For instance, you might ask him if the sun is in the top, middle or bottom part of the picture. Ask him what part of the picture the boy's shoe is in, and so on.

Then tell him to cut along the lines you drew. When he has finished, see if he can put the pieces back where they belong. If he enjoys working this puzzle, you can make a harder one for him, using the same picture or a different one. Just draw an extra line on the picture from top to bottom, as in drawing B below. Now when your child cuts along the lines he will have six puzzle pieces. See if he can put them back where they belong. At first he may need a little help, but before long he should be able to do the puzzle himself. Encourage him to talk about the top, middle and bottom pieces as he works, and he will soon use these words easily and understand their meaning.



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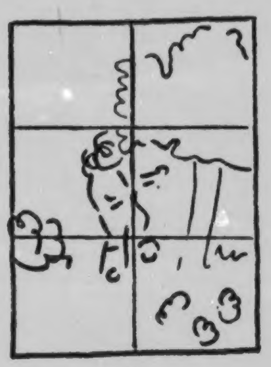

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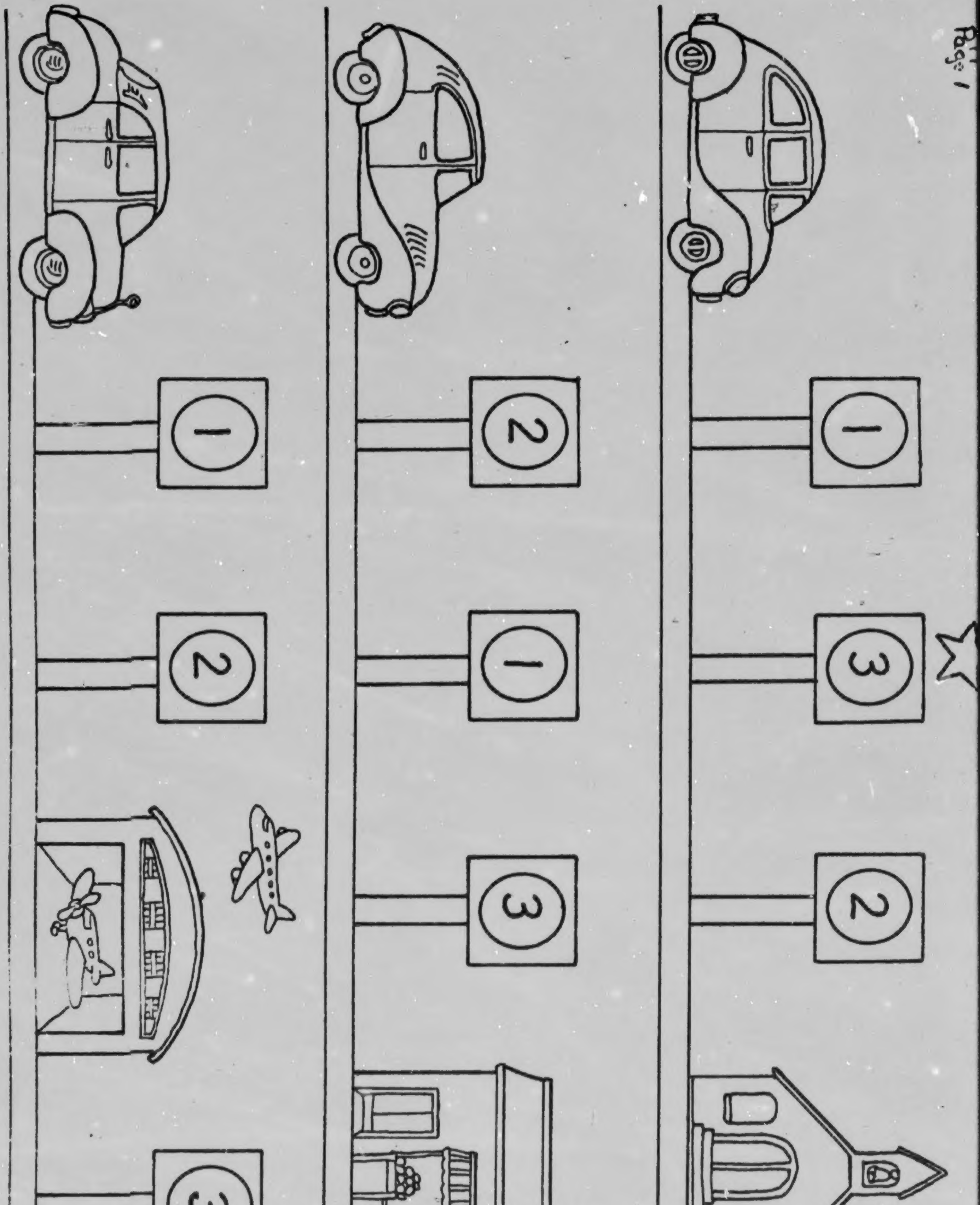
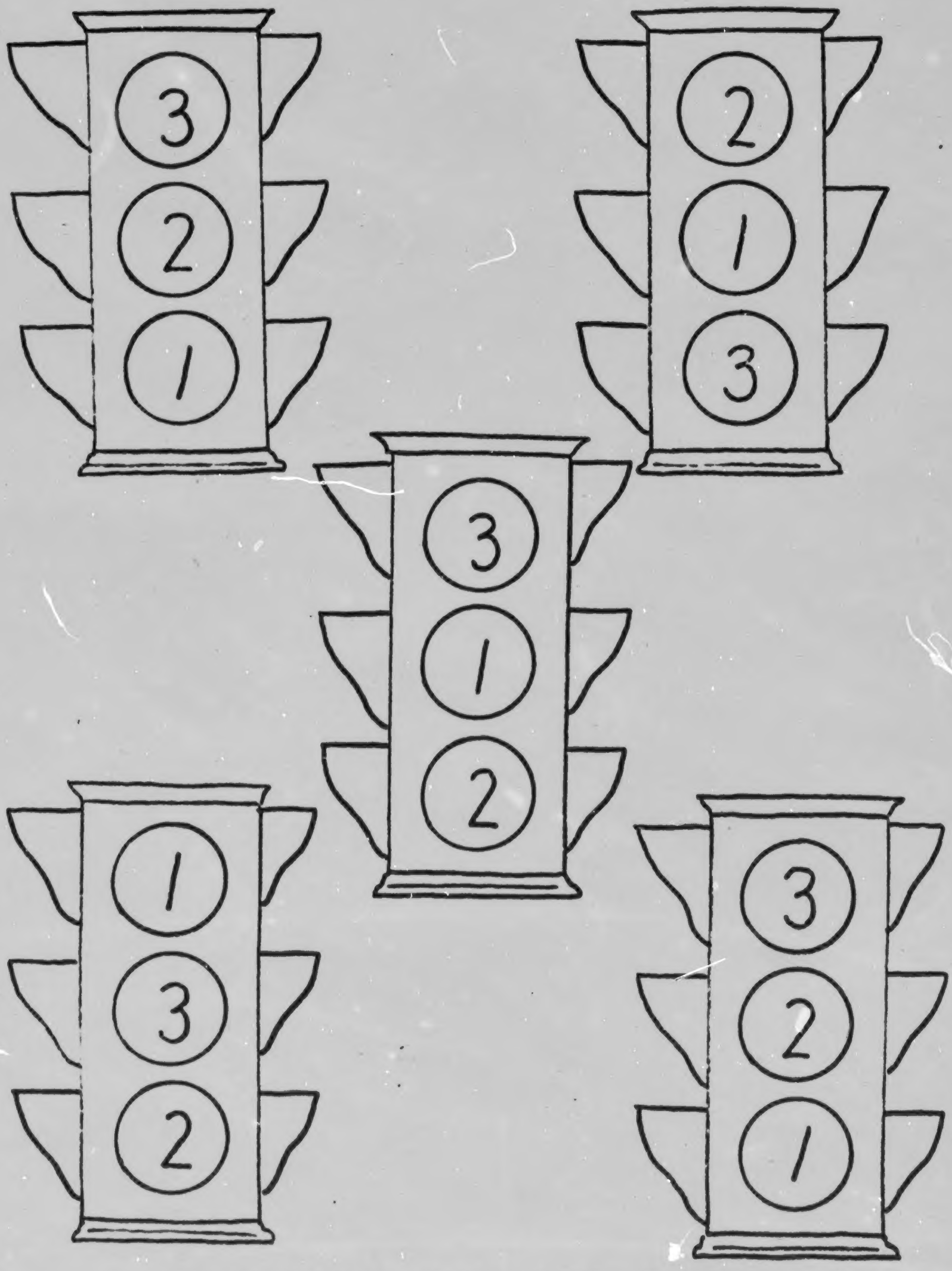
Page 1



Supp. XIV
Page 2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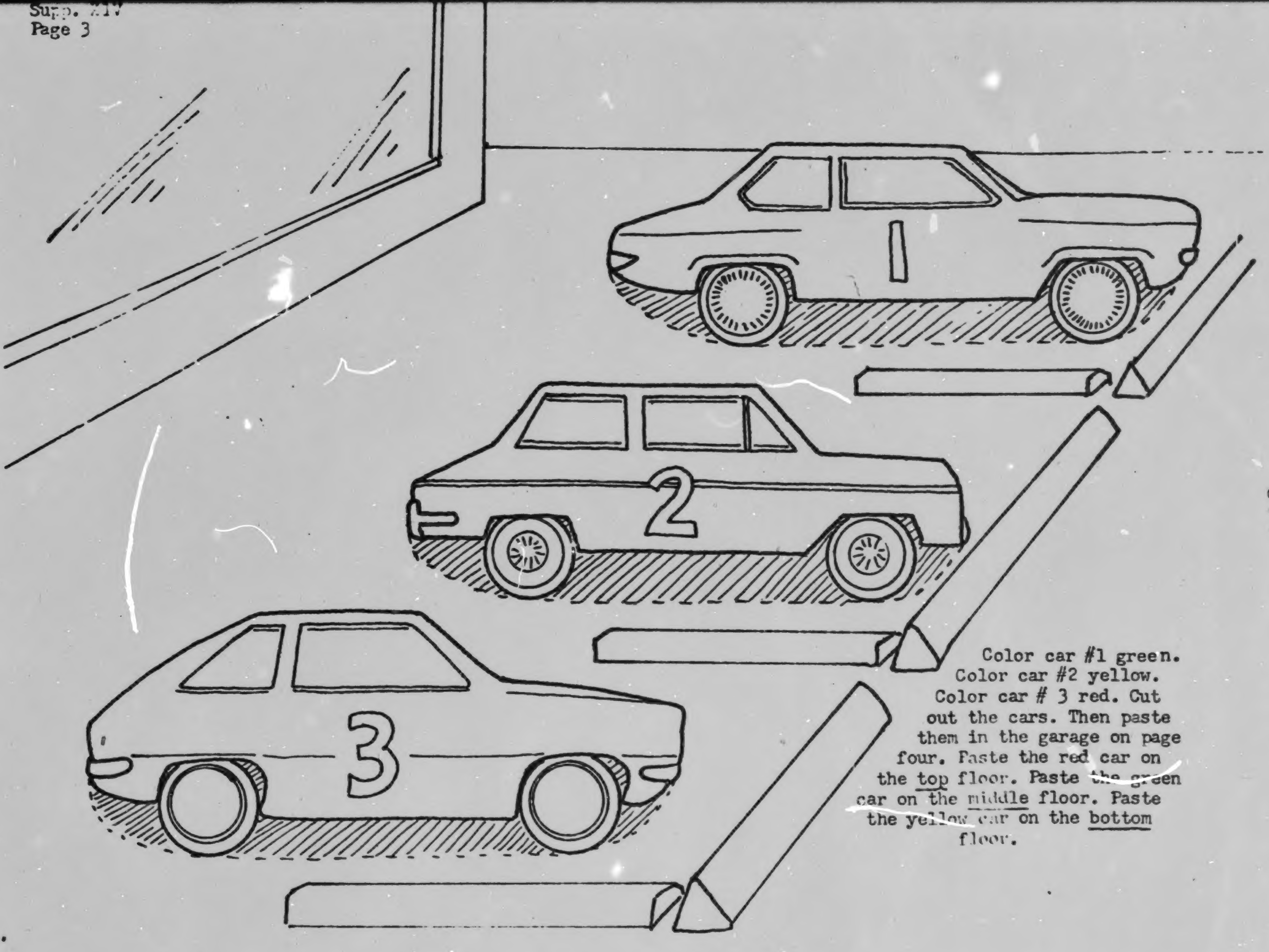
Color all the number 1 circles red. Color the number 2 circles yellow. Color the number 3 circles green. Find the two traffic lights that are the same.



Color car #1 green.
Color car #2 yellow.
Color car # 3 red. Cut
out the cars. Then paste
them in the garage on page
four. Paste the red car on
the top floor. Paste the green
car on the middle floor. Paste
the yellow car on the bottom
floor.

LESSON FIFTEEN

Instructions

Today's lesson reviews much of what your child has learned so far. If you keep an eye on him as he works, you will be able to see where he is having trouble. If he can do all the worksheets correctly, he is probably ready for Lesson XVI. However, if he seems unsure about any of the ideas that are reviewed in the lesson, you should go back and practice them some more before going on to new material.

To get the lesson ready, write your child's name in large letters on the paper showing in the typewriter on worksheet two. Put the gummed letters that spell his name in a small envelope with the rest of the materials for the lesson.

The last activity is a game for you to play with your child. He may need some help getting it ready. The cut-out figures of Rudy Reader and Ship Shapely will be the markers for the game. Fasten toothpicks to the backs of the figures with tape. Then stick them in small pieces of clay so they will stand up. After your child has colored and cut out the numbered circles, tape them together, back to back, so one number shows on each side. This will be the "die".

Here's how to play the game. Each player picks a marker. Players then take turns throwing the circle "die" to see how many spaces to move. (This may work better if the circle is shaken in a cup or glass and then spilled out onto the table.) When a player lands on a red light, he cannot move until he throws a green (Number 2) circle. The winner is the player who reaches the Toy Shop first. Feel free to change the rules any way you like.

What This Lesson Does

Reviews the following ideas:

Long and short
Top, middle and bottom
Numbers 1 to 3
Left
Colors: red, yellow and green
Child's name

Materials You Will Need

3 worksheets
Cut-out page
Several toothpicks
Paste or glue
Magic marker
Small envelope
3 crayons: red, yellow and green
Clay
Gummed letters that spell your child's name

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XV-2

Taping

Today we're going to the toy store, (child's name). Rudy's all excited. He loves toy stores! What do you think will be there?. . . Let's go see. Get the worksheets out of your folder and look at page one. . BEEP. . . Look at the toys on the shelves. Point to the top shelf. . (Pause). . What do you see on the top shelf?. . (Pause). . Two trucks. Point to the long truck. . (Pause). . The long truck carries logs. The toothpicks can be make-believe logs. Paste some toothpicks on the long truck. . BEEP. . . . The short truck carries sand. Your clay can be the sand. Take a little piece of clay and stick it on the short truck. . BEEP . . . Very good, (child's name)!

Now point to the middle shelf. . (Pause). . Goodness, it's empty! There were supposed to be some balls there, but they must have rolled off. Get the magic marker. . (Pause). . Point to the left side of the shelf. . (Pause). . Draw a big ball on the left side of the shelf. . BEEP. . . Good. Now draw a little ball on the other side of the shelf. . BEEP. . .

What's on the bottom shelf?. . (Pause). . Some blocks? How many are there?. . (Pause). . Three is right. Point to the block on the left. . (Pause). . What number is on the left block?. . (Pause). . A one. Very good. Color the number one block green. . BEEP. . . Point to the middle block. . (Pause). . What number is on it?. . (Pause). . A two. Good for you! Color the number two block red. . BEEP. . . What number is on the last block?. . (Pause). . If you said three, you're right! Color the number three block yellow. . BEEP. . . .

Look, (child's name), there are lots more toys - a rocking horse, an electric train, even a doll that walks and says Mama. Can you be the rocking horse?. . . Get down from your chair. . (Long Pause). . Now bend over and put your hands on the floor. . (Pause). . All right, horsey, rock back and forth. . back and forth. . rock. . . Rudy's hopping on your back. . . Give him a ride, (child's name). Rock some more. . . back and forth. . . back and forth. . . rock. . . rock. . . Very good, (child's name).

Now be the electric train. Toot, toot! Blow your whistle and chug all around the room. Start slowly at first. . . Chug. . . chug. . . chug-a-chug, chug. . . A little faster now. . . Chug-a-chug-a-chug-a-chug-a-chug. . . Still faster. . . Chug-a-chug-a-chug-a-chug-a-chug-a-chug-a-chug! Slow down now, train. . . Chug. . . chug. . . chug. . . Slower. . . Slower. . . and STOP!

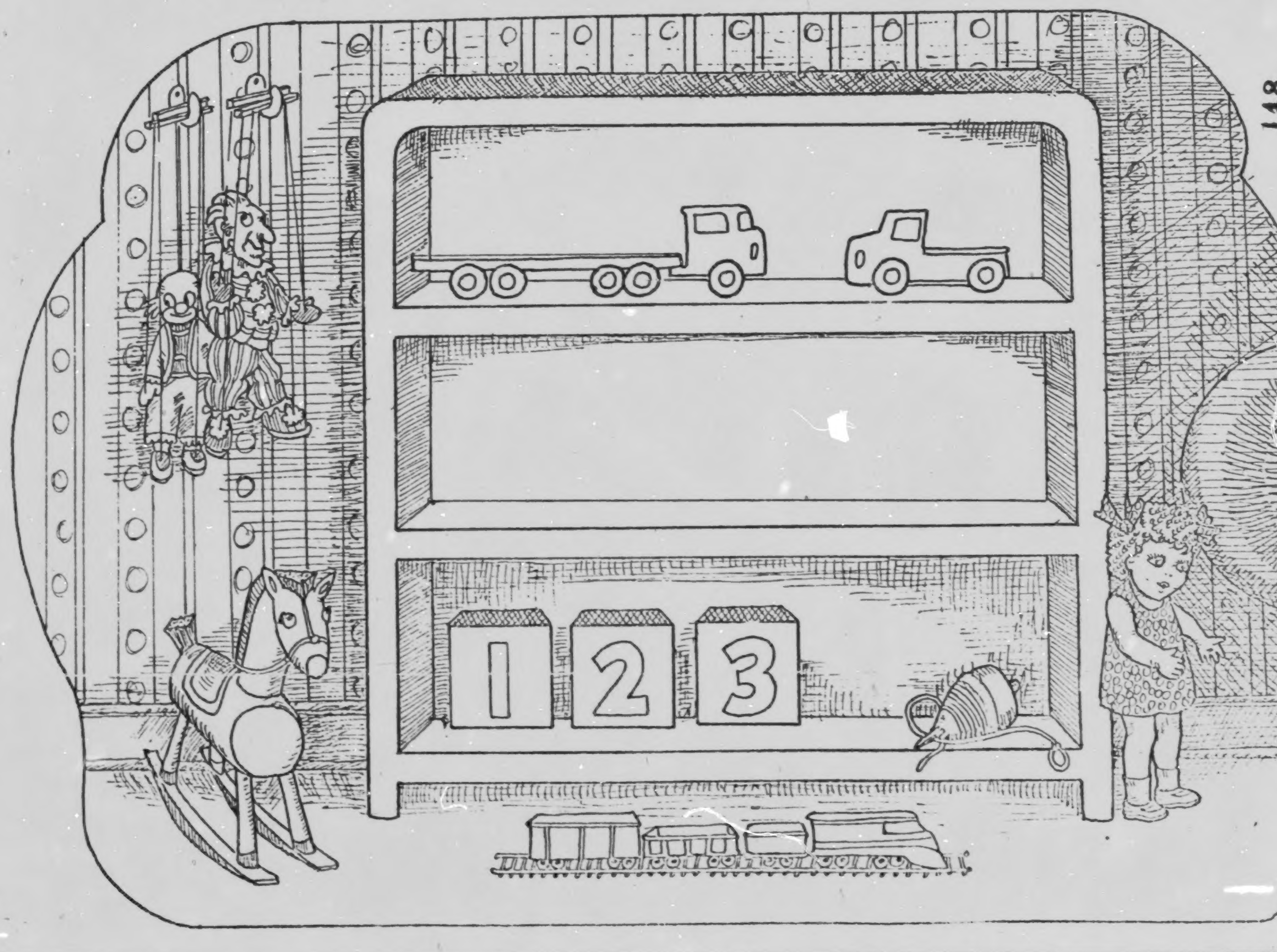
Now be the walking doll. Hold out your arms, stiff like a toy doll. Make your legs stiff, too. Now walk and say, "Ma-ma, Ma-ma, Ma-ma". . (Pause). . Good.

Look what else I see. A top. Can you be a top, (child's name)?. . Turn around, as fast as you can. Around. . . and around . . . and around. . . Are you getting dizzy?. . . Then come sit down by the tape recorder. . (Long Pause). .

I wonder what else is in the toy store. Get worksheet number two. . (Pause). . Look, it's a toy typewriter. What's the word written on the paper?. . (Pause). . Did you say (Child's name)? Very good! A real typewriter has keys with letters on them. You press the keys to type words. This toy typewriter doesn't have letters on the keys. Get the little envelope. . (Pause). . Take out what's inside. . (Long Pause). . What did you find?. . (Pause). . Some alphabet letters. Spread them out so you can see them. . (Long Pause). . Let's put them on the keys.

Find the letter that's like the letter your name begins with . . (Pause). . What do you call that letter? . . (Pause). . The letter ___. Good. Take the letter ___ and paste it on the typewriter key that has a star on it.. . BEEP. . . Now point to the next letter in your name. . (Pause). . Find that letter. . (Pause). . Paste it next to the letter ___. . BEEP. . . Point to the next letter in your name . . (Pause). . Find a letter just like it. . (Pause). . Pasteit on the next key. . BEEP. . . Now finish making your name on the typewriter keys. . BEEP. . .

Very good, (child's name)! There's something else in the toy store for you - a game. Get worksheet number three. . (Pause)... I fastened a page of pictures to the worksheet. Take off the paper clip (or pin). . (Pause). . Your old friends Rudy Reader and Ship Shapely are going to help you play the game. Take your Scissors and cut them out. . BEEP. . .Now get your red crayon and color the number one circle red. . BEEP. . . Color circle number 2 green. . BEEP . . . Cut out the two circles. . BEEP. . . You'll need to do one more thing to get the game ready. Do you see the traffic lights on the worksheet? . . . How many are there? (Pause) . .Three is right! Color all the top circles red. . . BEEP. . . Now call me and I'll come play the game with you. . . BEEP. . . . . .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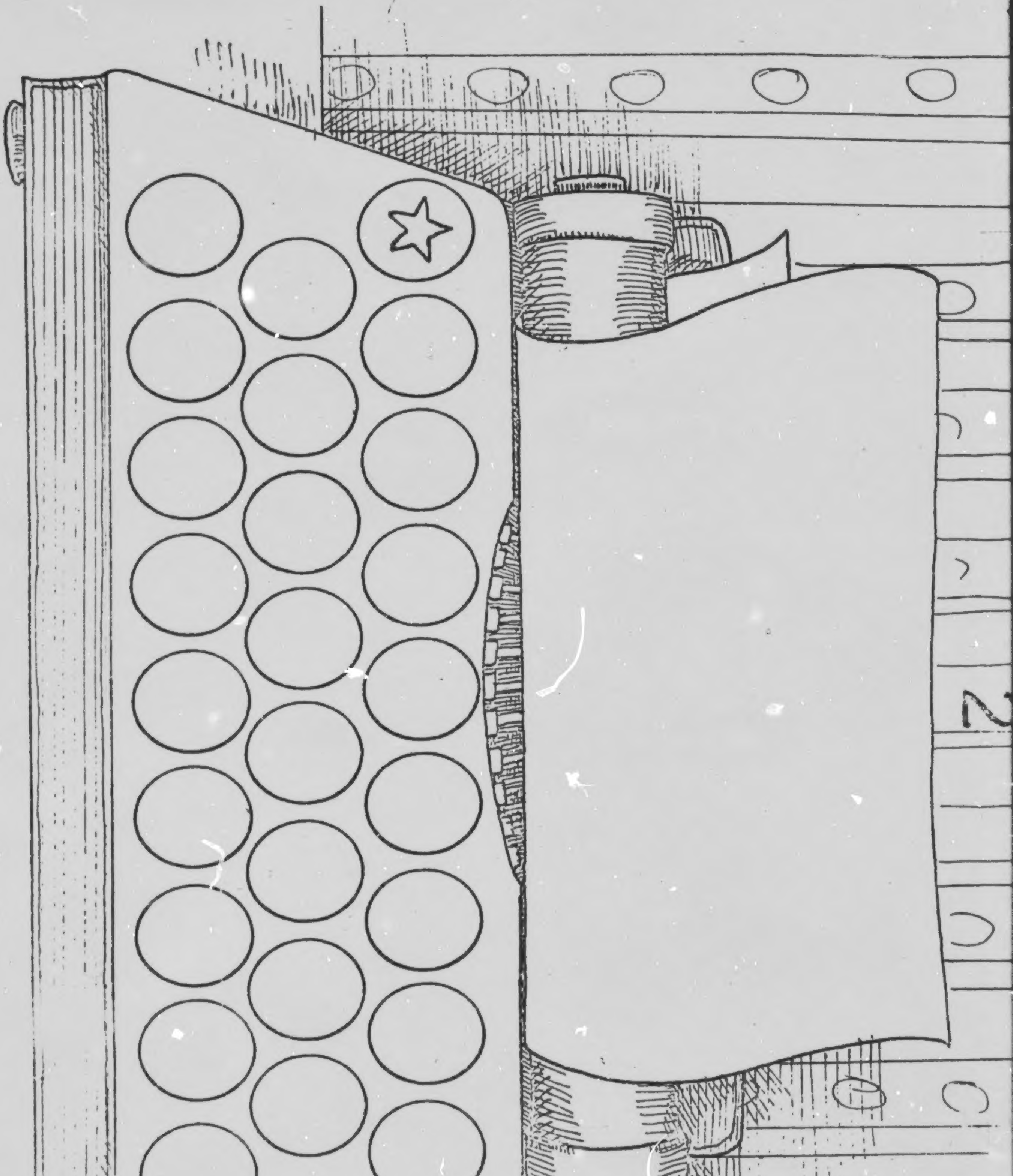

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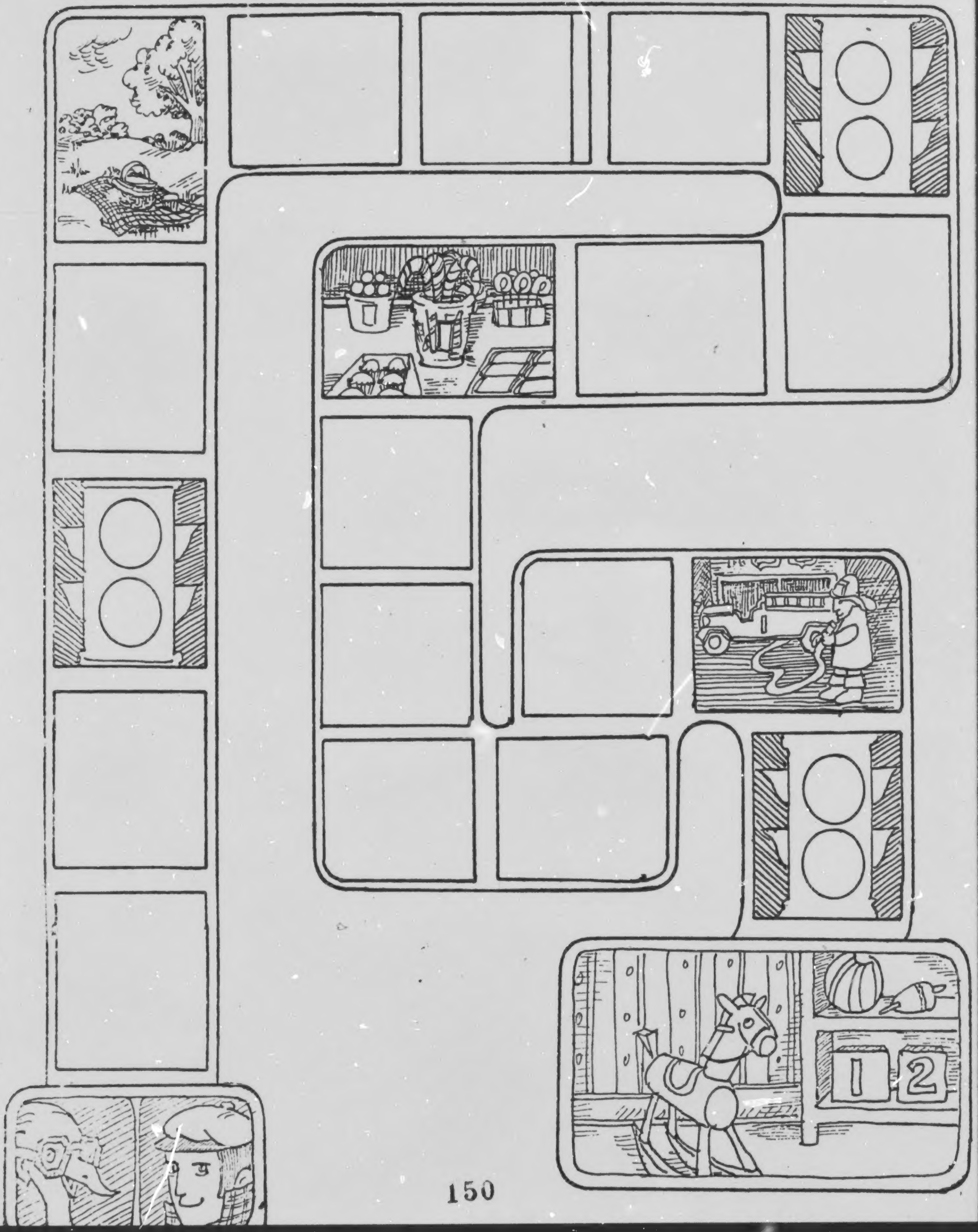
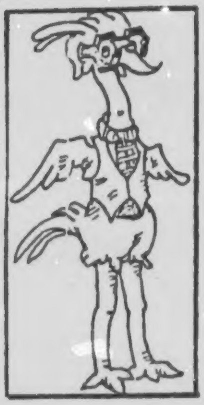
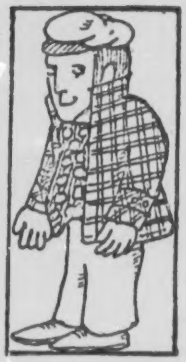


Cut-out Page





1

2

(Note: The school bus worksheet (Page 1) should be reproduced on yellow paper.)

LESSON SIXTEEN

Instructions

Today's lesson introduces the idea of sight words to your child. The sight word Bus is the first of several familiar words he will meet in the lessons that follow. Learning to recognize words by sight is another very important of the reading process. You shouldn't expect your child, however, to learn the new words right away. For some children it takes a while to catch on to the idea that certain groups of letters stand for words. Of course, the more a child sees a new word, the sooner he'll be able to remember what it says. There are several suggestions for simple things you can do to help him learn today's sight word at the end of the lesson. You and others in the family may be able to think of other ways you can help him learn the new words he meets.

To get the lesson ready, cut out the pictures on the cut-out page and put them in a small envelope. You will need an empty quart or half-gallon milk carton for the school. Open it out at the pouring end. Use the school worksheet that fits your carton. Fold it along the dotted lines and tape it around the carton.

Your child will need a little help making the bus and the stand-up children, so plan to be nearby as he works. To make the bus, help him fold the page inward along the dotted lines. Then tape the two bottom strips together, so the bus will stand up. The children are made with toothpicks and tape, then stuck into small bits of clay, as in the Rudy Reader game. If you show your child how to make the first one, he will probably want to do the rest himself.

What This Lesson Does

Introduces the sight word Bus.
Gives your child practice counting from one to four.
Introduces the idea of inside/outside.
Reviews left.
Reviews the colors red, yellow and green.

Materials You Will Need

2 worksheets
Cut-out page
School worksheet (Two worksheets are included - one for a quart carton, one for a half-gallon carton. Use the one that fits the container you have.)
Milk carton
Crayons
Straw (or thin stick)
Magic marker
Scissors
9 toothpicks
Tape
Clay

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Patricia Simms

Taping

Guess what we're going to do today, (child's name)?. . . We're going to school! But we'll need a school bus to get there. Will you get the bus ready? Take the worksheets out of your folder and find page one. . B E E P . . . . What color is the school bus, (child's name)?. . (Pause). . It's yellow. Lots of school buses are yellow. Have you ever seen a yellow school bus?. . . . . . Now look at the word on the side of the bus. Can you guess what it says?. . . . . It says Bus. How many letters are in the word Bus? Count them. . (Pause). . One. . two. . three letters. Put your left hand down on the letter on the left. . (Pause). . That's the letter B, that Bus begins with. Get your red crayon and color the letter B red. . B E E P.. . . . Now point to the letter in the middle of the word bus. . . It's almost like a cup, and it's called a U. Point to the U again. Color the U green. . B E E P. . . There's one more letter in the word Bus. It curls like a snake and it's called an S. Point to the S. . . Color the letter S any color you like. . B E E P

Very good, (child's name). Now let's get the bus ready. Call me and I'll come help you. . B E E P. . . . Now we need some children to ride on the bus. Take them out of the envelope. . B E E P. . . How many boys are there? Let's count them. . (Pause). . One. . . two. . . three. . . four boys. Good! How many girls are there?. . (Pause). . One. . . two. . . three. . . four girls. Good counting, (child's name)! Who else do you see besides the children? . . (Pause). . Rudy Reader, right! He wants to go to school too. Now let's make the children stand up. I'll show you how to do it. Call me when you're ready. . B E E P. . . .

Where should everyone wait for the bus?. . . Let's make a sign so they'll know where to wait. Get Page Two. . (Pause). . Oops! Someone forgot to finish the letters on the sign. Get your magic marker. . (Pause). . Connect the dots to finish the word. . B E E P. . . Good work, (child's name)! Do you remember what that word says?. . (Pause). . It says Bus. Let's make the sign now. Cut all around the circle. . B E E P. . . Now get the straw (or stick) and a small piece of tape. . (Pause). . Tape the straw to the back of the sign. If you need help, call me. . B E E P. . . Now stick the straw in some clay so it will stand up. . B E E P. . . .

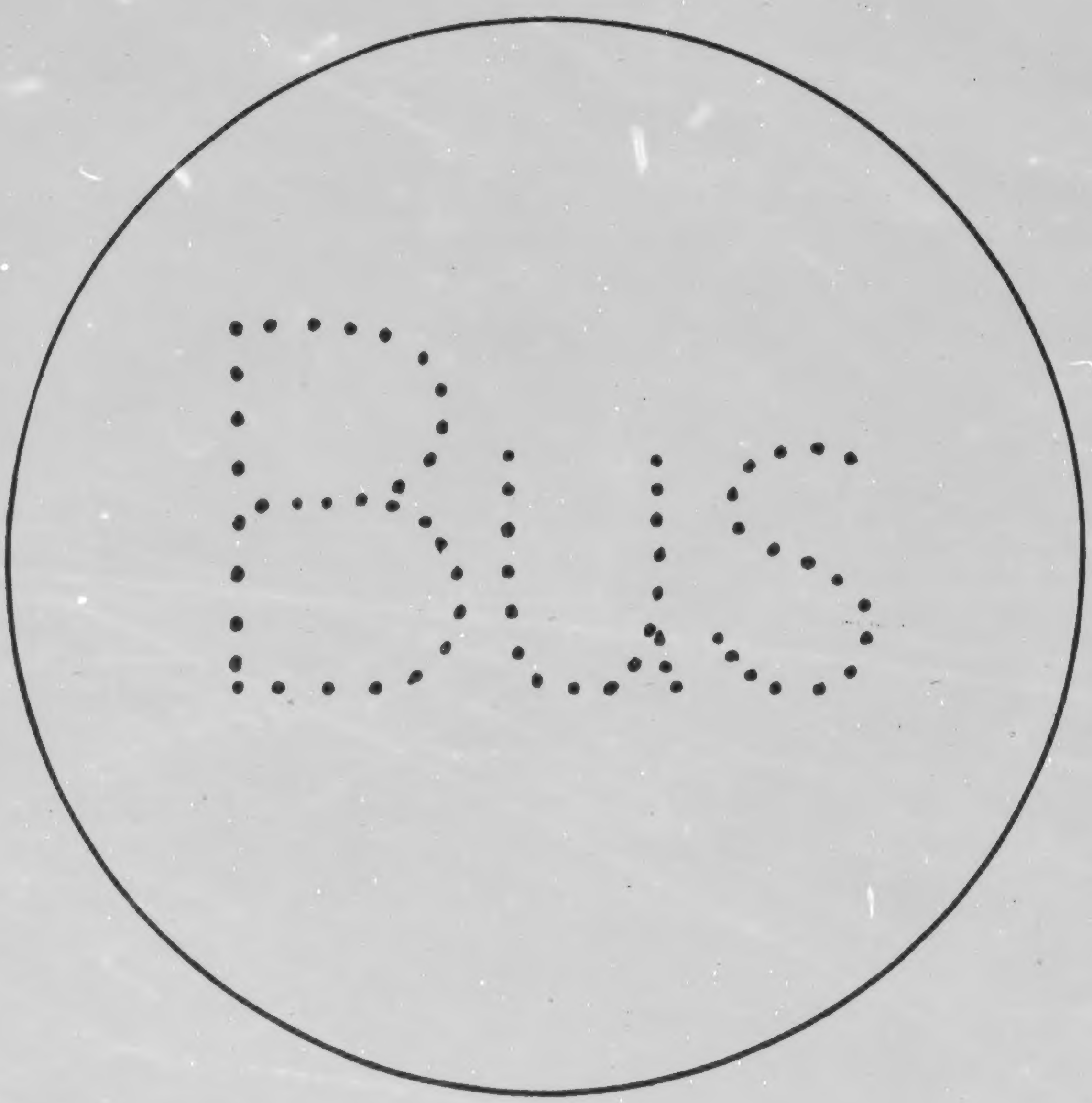
Stand the sign on the floor. . (Long Pause). . Good! Now everyone will know where to wait for the Bus. Stand the children and Rudy next to the Bus sign. . B E E P. . . .

Time for the bus to come. Get the bus and drive it along the road. . . (Long Pause). . Brrrmmmmmm. . . Brrrmmmmmmm. . . . Pick up the children and take them to school. Put two boys inside the bus. . B E E P. . . . Put two girls inside the bus, too. . B E E P. . . . Oh, oh! Rudy wants to go along. Put Rudy in the bus. . (Long Pause). . How many children are still outside the bus? Count them. . (Long Pause). . Did you say four?. . . Four children are outside the bus. They'll have to wait for the next trip. Let's go. Brrrmmmmm. . . . Brrrmmmmmm. . . . Brrrmmmmmm. . . . . Make the bus go. . .

But where's the school? Get the school building I made for you. . (Pause). . Put it over by the (couch, TV, etc.)____ . . B E E P. . . . Now drive the bus to the school. . (Pause). . Brrrmmmmmmm. . . . Brrrmmmmmm. . . . Brrrmmmmmm. . . . . Here's the school. Take Rudy and the children out of the bus. Stand them outside of the school. . B E E P. . . . Now drive back to the Bus Stop to pick up the rest of the children. . Brrrmmmmmm. . . . Brrrmmmmm . . . .Make the bus go. All the way back to the Bus Stop. . (Pause). . How many children are still waiting for the bus? Count them. . (Pause). . Did you say four?. . . Good! We wouldn't want to miss anyone. Put the four children inside the bus. . B E E P. . . Now take them to school. Brrrmmmmm. . . . . Brrrmmmm. . . . Brrrmmmmmm. . . . Start up the bus. . And drive back to the school. . (Long Pause). . Here's the school. Take the children out of the bus. . . Stand them next to the other children outside of the school. . BEEP

Brrring! Brrring! There goes the school bell. It's time for the children to go inside. Put the four girls inside the school. . BEEP. . . Put the four boys inside the school next. . BEEP. . . . Who's left?. . . (Pause). . It's Rudy! Don't forget him! Put him inside the schoo, too. . (Pause). . . You did a fine job, (child's name)! If you want, you can play some more with the things you made. . BEEP. . . .

Page 2



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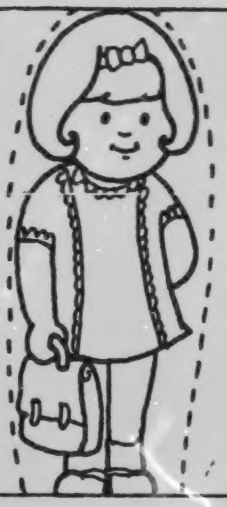

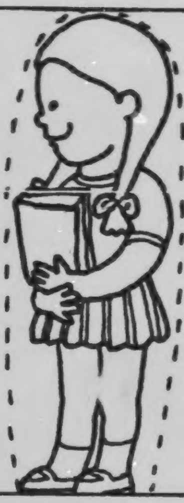

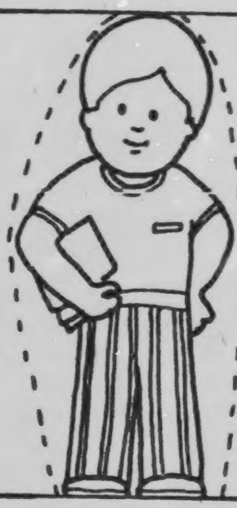

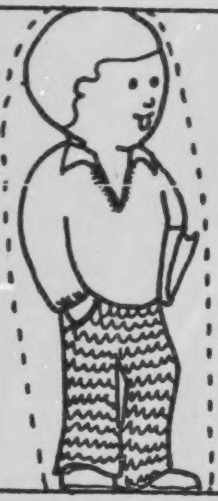

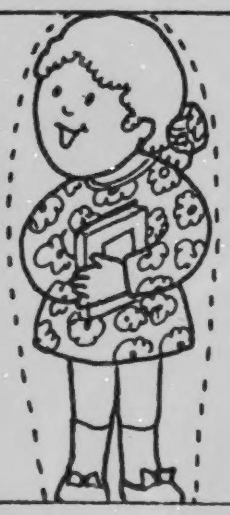

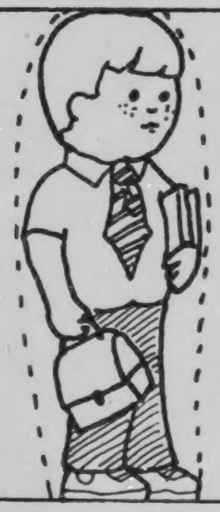

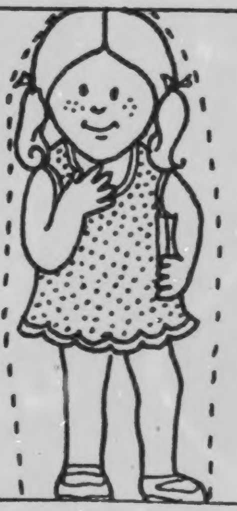

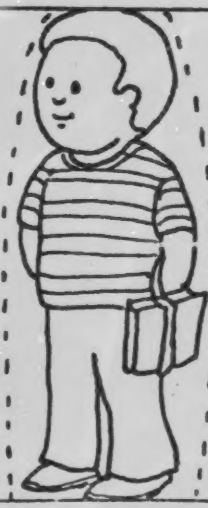

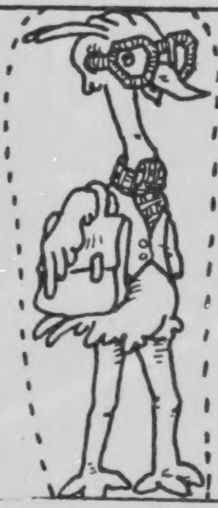

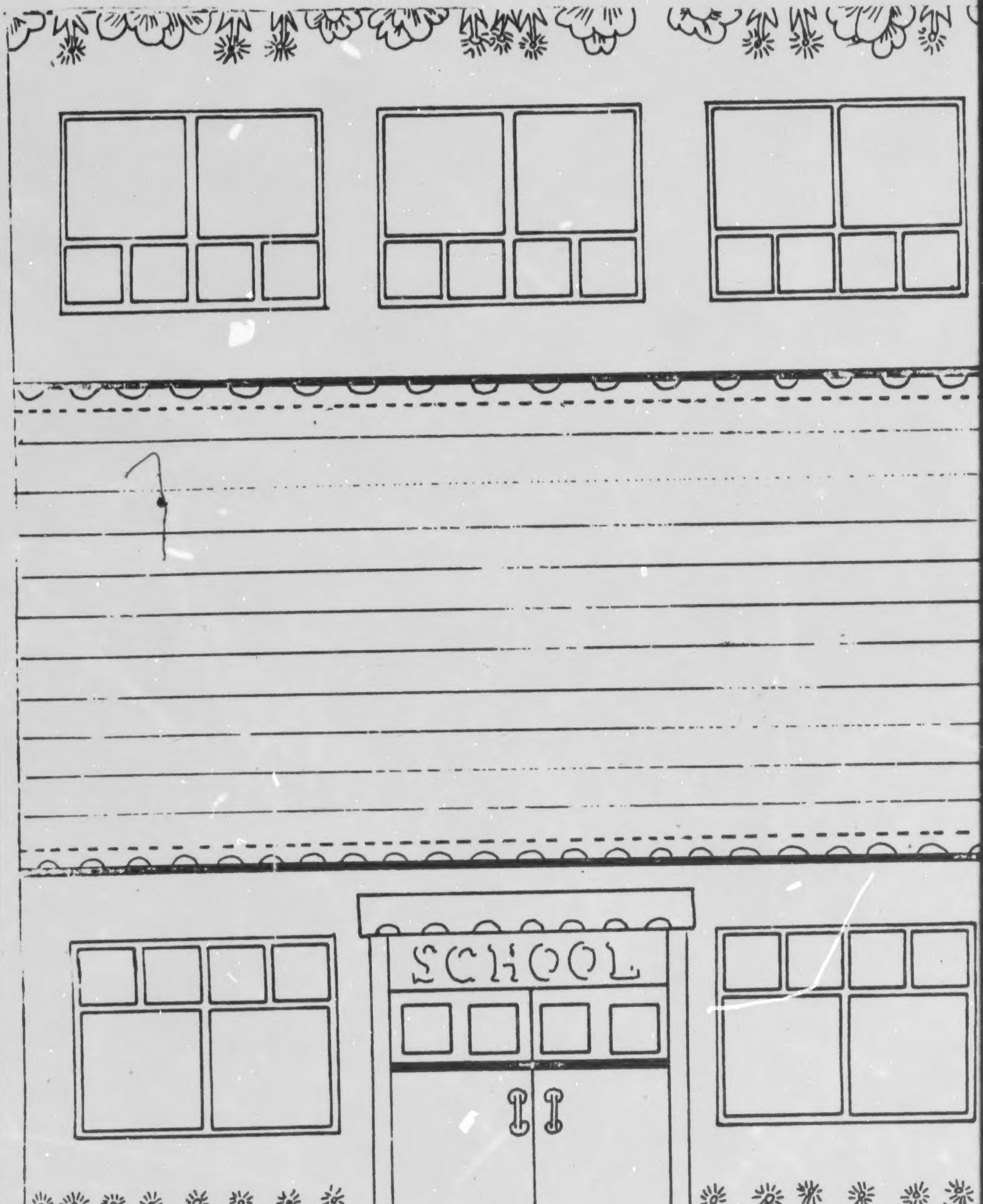

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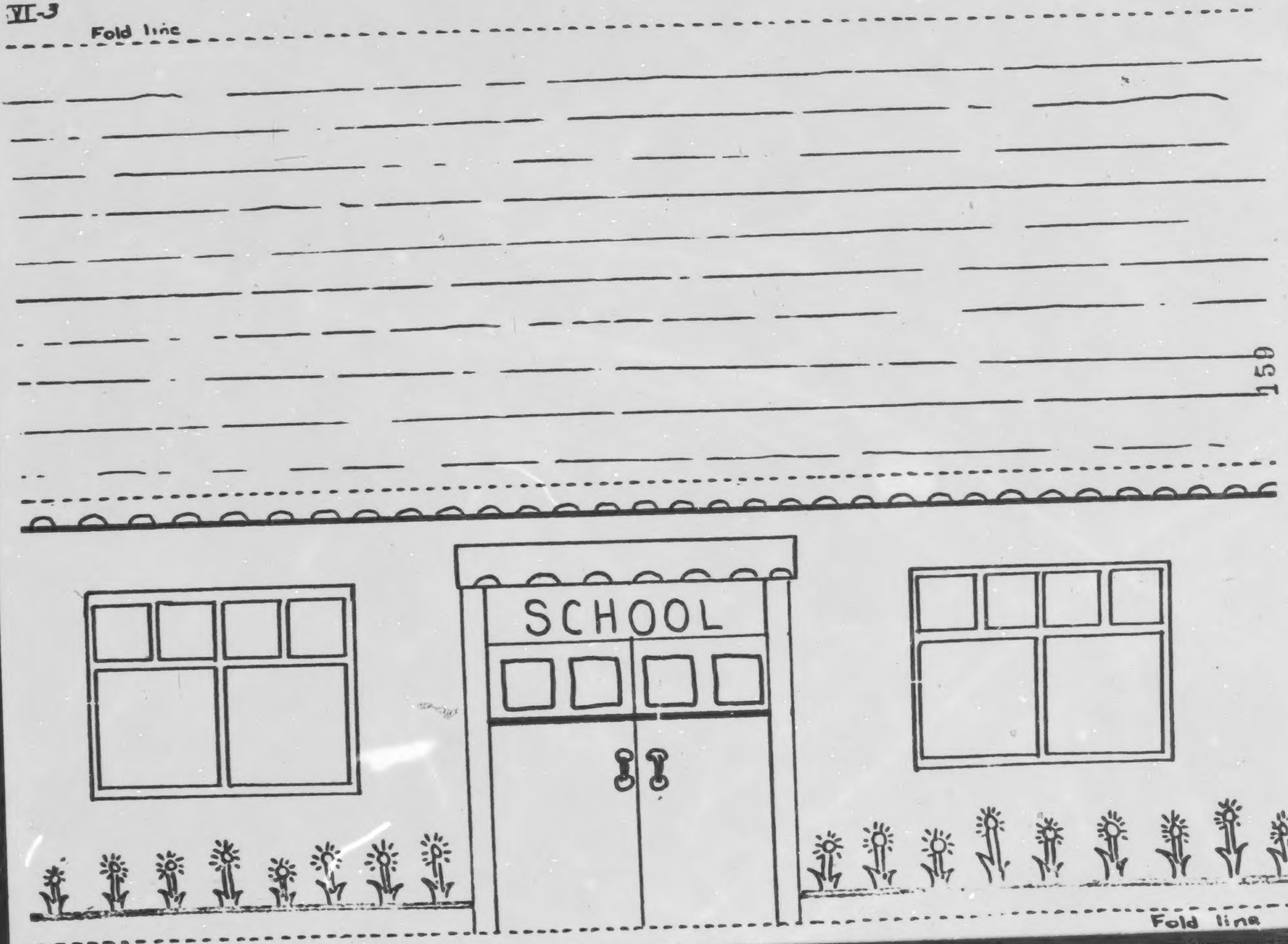

Fold line
SCHOOL
Fold line

Tape to ½ gallon milk carton

HINTS FOR PARENTS

Today your child learned about INSIDE and OUTSIDE.

He also met the word BUS which he will be learning to read in the next several lessons.

This is the first sight word your child is going to learn. Being able to recognize words by sight is another very important part of the reading process. Don't expect your child to learn the new words right away. For some children it takes a while to catch on to the idea that certain groups of letters stand for words. The more a child sees a new word, the sooner he'll be able to remember what it says.

Here are some ways you can help your child learn the things in today's lesson:

1. Give him the worksheets. Make sure he understands clearly what he is to do before he starts to work.

2. To help your child learn to recognize the word BUS, ask him to draw a picture of a bus on a rather large sheet of paper. Use the back of one of the worksheets, if you like. Be sure to tell him what a fine drawing he made, even if it doesn't look much like a real bus.
Then write the word Bus at the bottom of the page. Make the first letter a capital, as below:

Bus

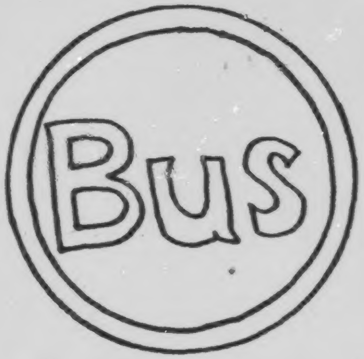
Hang the picture some place where your child will see it often during the day.

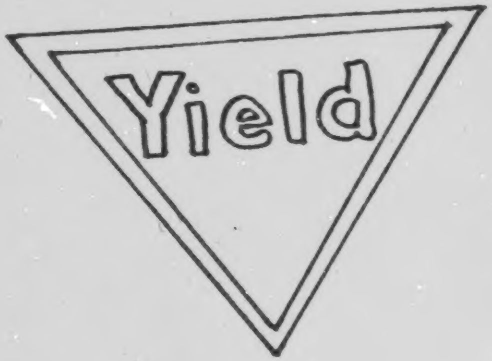
3. You can teach your child about INSIDE and OUTSIDE by giving him a plain envelope. Ask him to put something INSIDE the envelope. This could be a drawing he made, one of his worksheets, pictures he has cut out of magazines, etc. Then ask him to draw designs or pictures on the OUTSIDE of the envelope. Make sure he understands what the words INSIDE and OUTSIDE mean as you talk to him.
You can do other similar activities using boxes, paper bags, old handbags, etc.

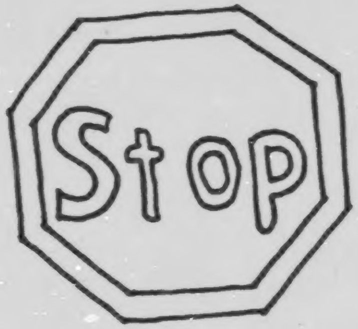
4. If your child enjoys pasting activities, you may want to make him some paste, using simple everyday ingredients. Here is the recipe:

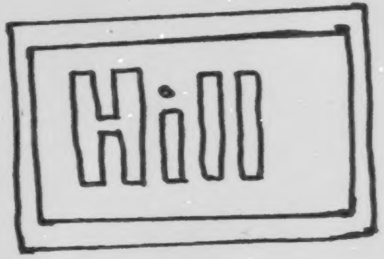
Put ½ cup of flour in a small pot.
Add cold water until it is as thick as cream.
Simmer and stir on the stove for 5 minutes.
If you like, you can add food coloring to make it look pretty.
Store in the refrigerator in an air-tight jar and the paste will keep for a long tim.

If you don't have time to make the cooked paste, you can make a no-cook paste using the same ingredients as above. This paste is not so sticky as the boiled paste, but it holds bits of paper together pretty well.



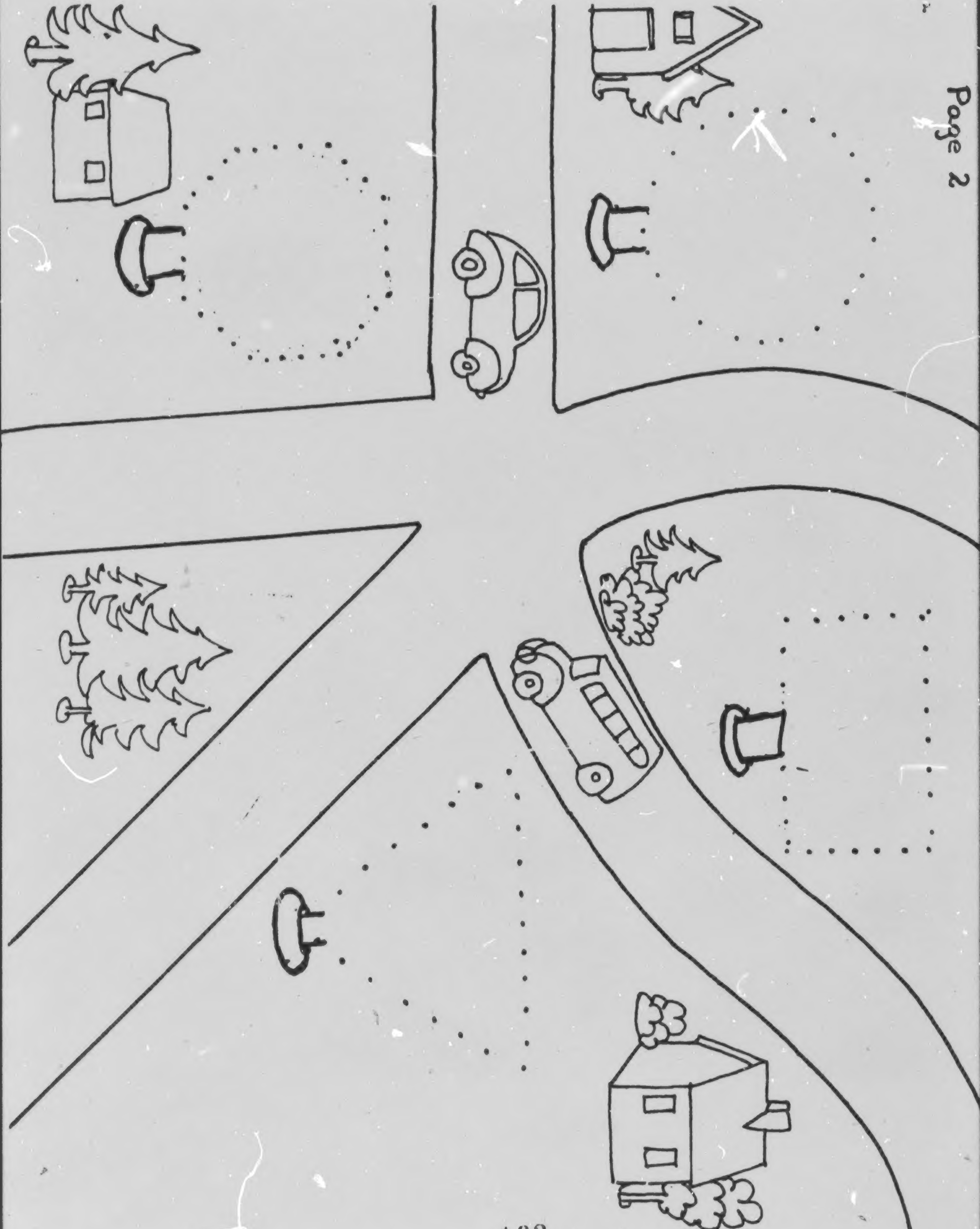






Find the sign that says Bus. Point to the letter on the left. That's the letter B that Bus begins with. Color the letter B red. Point to another sign. Find the letter on the left. Color it yellow. Point to another sign. Color the letter on the left green. Point to the last sign. Find the letter the word begins with. Color it any color you like.

Cut out all the signs. Now look at page two. Can you find where the signs go? If you like, you can paste them in the picture. Fit them on the dotted shapes that are just like the signs you cut out.



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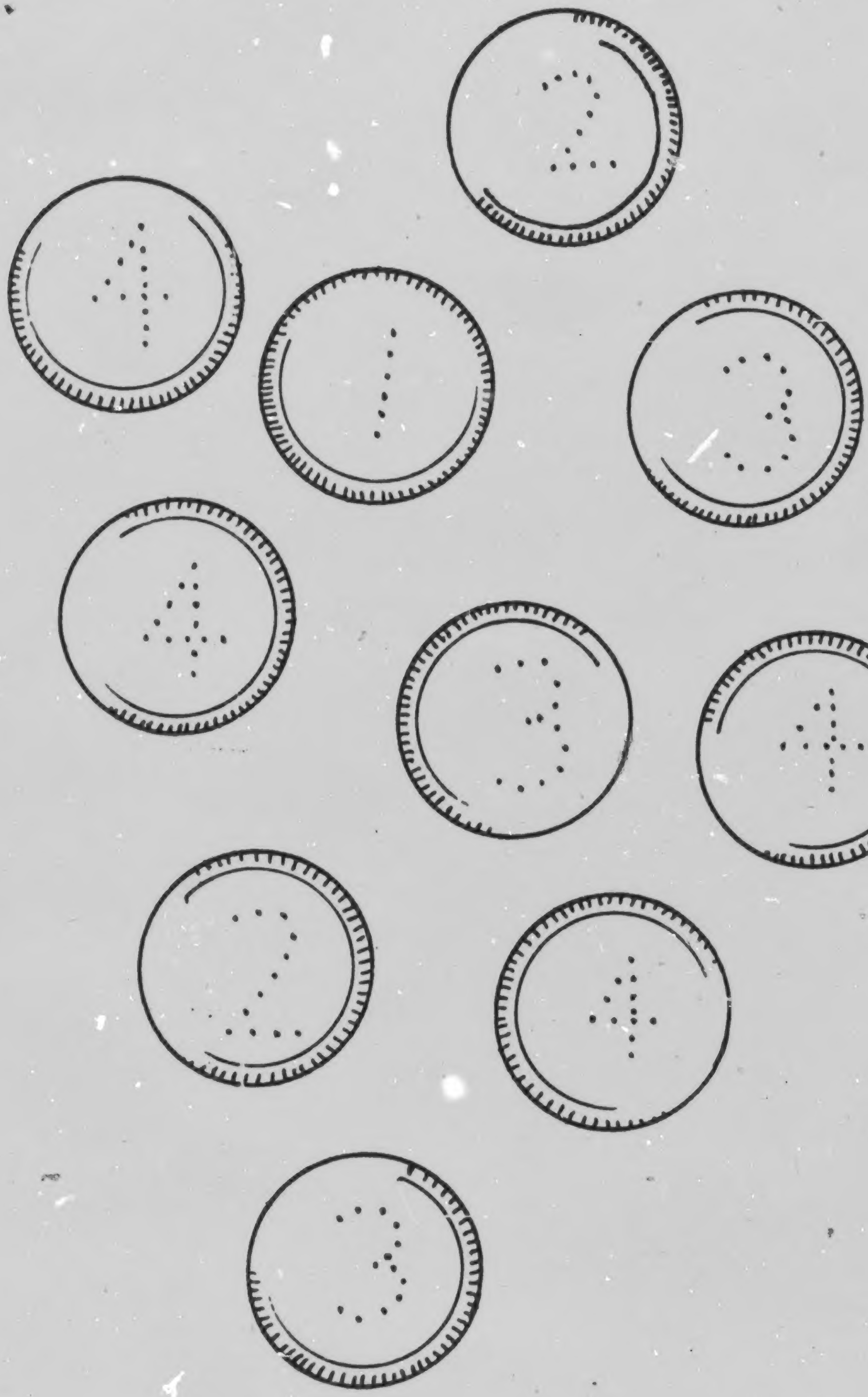
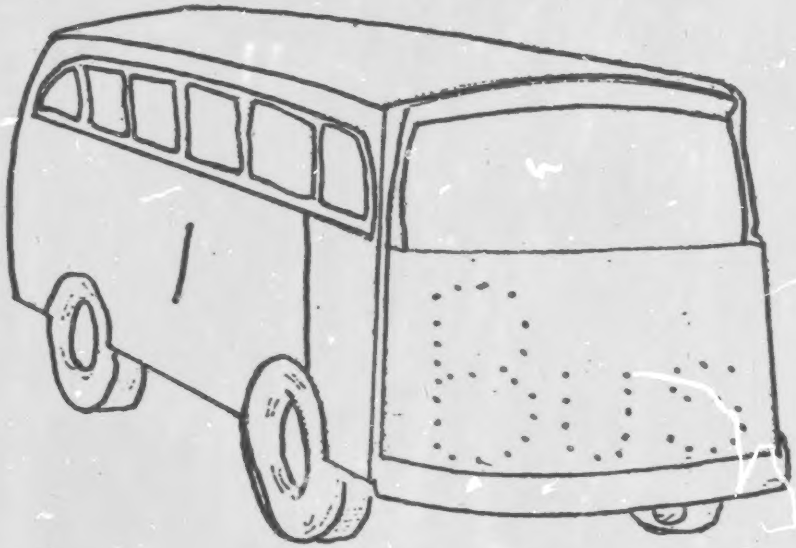
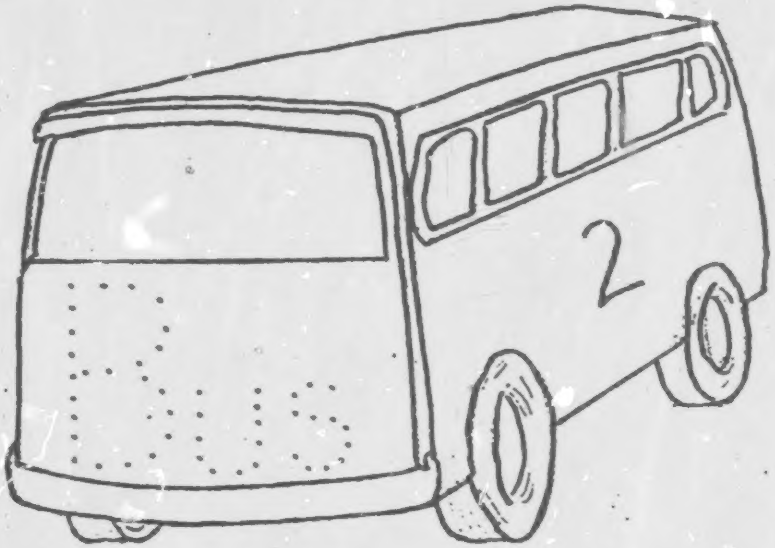
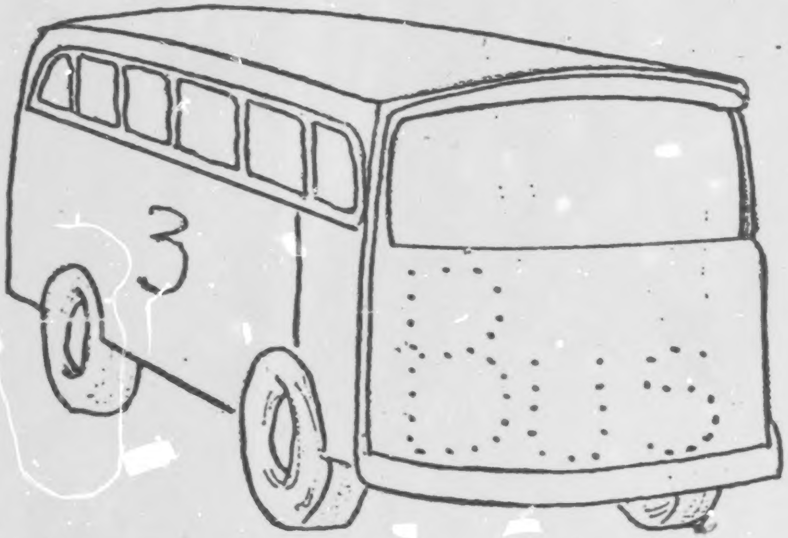
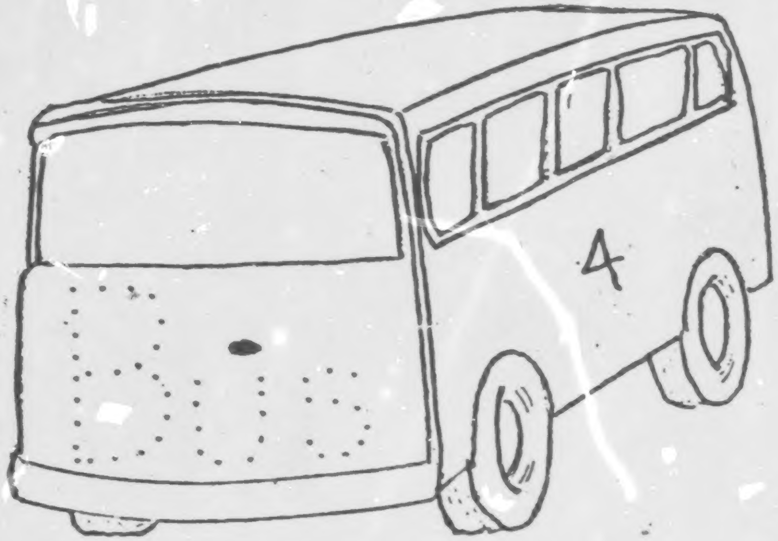


Connect the dots to finish the numbers. Count the tokens with a #1 in them. Color the #1 token yellow. How many #2 tokens are there? Color them green. How many #3 tokens are there? Color them red. How many tokens are left? The number in the four tokens that are left is a 4. Color the #4 tokens any color you like.









Connect the dots to finish the word Bus on the buses. Count the buses. If you like, color bus #1 green. Color bus #2 red. Color bus #3 yellow. Color bus #4 any color you like.

LESSON SEVENTEEN

Instructions

Today your child will meet the ideas of on top of and under. He will also review colors, numbers and the sight word Bus. The first worksheet is a rhyming activity in which your child finds words that sound alike. The ability to listen carefully to the sounds of words is another important pre-reading skill. Your child will get more listening practice in later lessons. You and others in the family can also help him by playing rhyming games with him. Several of these are described in the Supplementary Section at the end of the lesson.

To get the lesson ready, cut out the four number squares on the cut-out page and put them in a small envelope. Then write your child's name in dotted letters on the street sign on Page Three. Allow as much space as possible between the letters, so he'll be able to recognize the word he makes.

For the on top of/under activity you will need to have ready four things for your child to eat, such as candy, cookies, marshmallows, crackers, etc. Plan ahead of time where you will hide them. Put two on top of and two under things in the room where your child will be working. When you make the tape, be sure to tell him exactly where to look (on top of the blue chair, for example).

What This Lesson Does

Introduces the ideas of on top of and under.
Gives your child more practice counting from one to four.
Reviews the sight word Bus.
Introduces the numberal 4.
Reviews inside and outside.
Encourages your child to find words that rhyme.
Gives him more practice reading and writing his own name.

Materials You Will Need

3 worksheets
Cut-out page
Small envelope for cut-out numbers
Paste or glue
4 "surprises" (See instructions)
Plate or bowl
Magic marker

Taping

Would you like to go for another bus ride today, (child's name)?

. . Take the worksheets out of your folder and find Page One. . B E E P. . .

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Look at all those buses. How many are there?. . (Pause). . Did you count one. . two. . three. . four buses?. . . Very good! Someone drew pictures on the buses. Point to the picture of the sun. . (Pause). . Point to the tree. . (Pause). . Point to the shoe. . (Pause). . Point to the door. . (Pause). . Those pictures are nice, but buses need numbers on them so people will know which one to take. Get the numbers out of the envelope. . . B E E P. . .

Spread the numbers out so you can see them. . (Pause). . Now let's paste them on the pictures. Get the number one. . (Pause). . Which bus does the one belong on?. . . Can you find a picture that sounds like one?. . . Sun sounds like one. . . Sun. . . One. . . Paste the one on the sun. . B E E P. Now get number two. . (Pause). . Where will you paste the two?. . On the door? . . . On the tree?. . . On the shoe?. . . Two and Shoe sound alike, so paste the two on the shoe. . B E E P. . . .

Now get the three?. . . Can you guess where the three will go?. . . On the tree or on the door?. . (Pause). . If you said the tree, you were right! Good for you, (child's name)! Paste the three on the tree. . B E E P. . Now there's just one number left. What is it?. . . . . A four. Where will you put the four?. . (Pause). . On the door, of course! Because door and four sound alike. Paste the four on the door. . B E E P. . . . Very good, (child's name)! And now that the buses have numbers on, everyone will know which one to take.

Where's our bus? Rudy's supposed to be driving it, but I don't see him anywhere. Maybe he's on Page Two. Get it out. . (Pause). . There's Rudy! Some children are in the bus already. How many children are inside the bus? Count them. . (Pause). . Did you say four?. . . Good. How many children are outside the bus?. . (Pause). . Three children are outside. Right! Now look at the sign the chilren are holding. What does it say?. . (Pause). . Bus! I bet you knew that! Point to the letter Bus begins with. . (Pause). . It's a B, the big letter on the left. Point to the U, the letter in the middle. . . Point to the S. That's the letter that looks like a snake. . . Very good, (child's name).

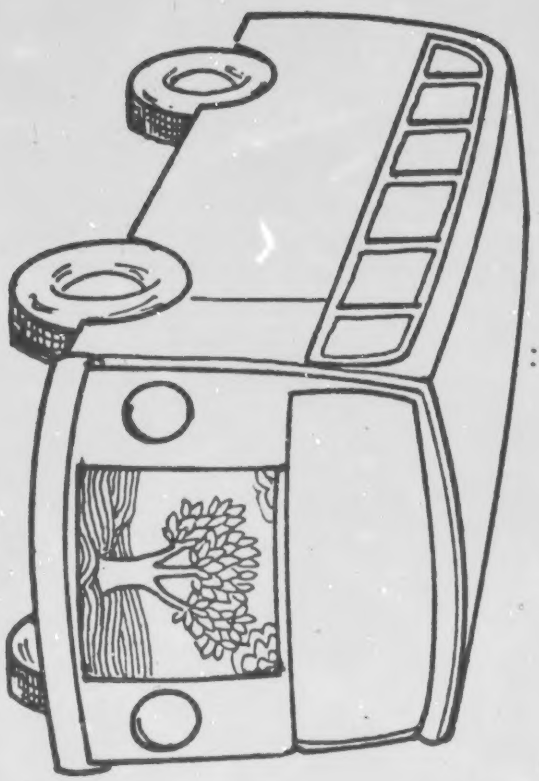
There's a number on the front of our bus, but somebody forgot to finish it. Take your magic marker and connect the dots. . B E E P. . . . What number did you make, (child's name)?. . (Pause). . Did you say a four? You're absolutely right! I wonder where Bus Number Four is going. Let's climb on and find out. In your seats, everyone. Brmmmm. . . Brmmmm. . . Brmmmm. . . Down the street and around the corner we go. . . Brmmmm. . . . Brmmmm. . . . Across the railroad tracks and past some tall buildings. Now the bus is slowing down. Where are we?

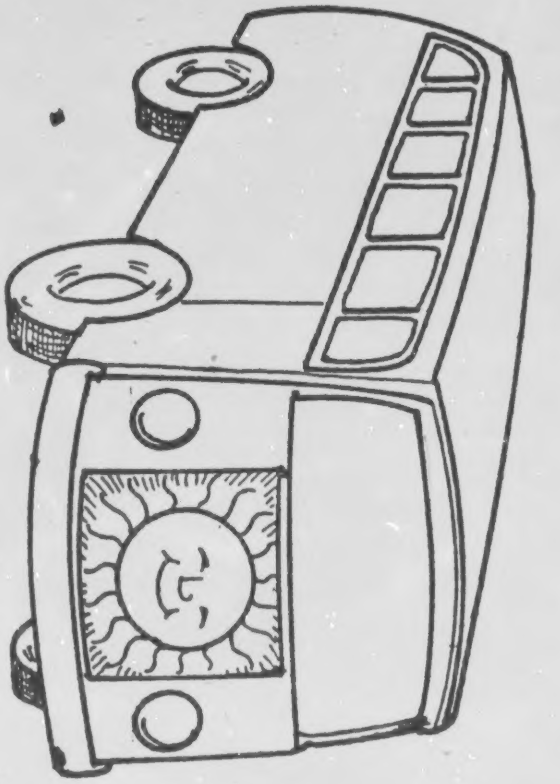
The name of this stop is Hiding Place. Everybody off! Lots of surprises are hidden here. Would you like to find them? Then get down from your chair and I'll tell you where to look. . (Long Pause). . The first surprise is hidden under the (wherever you hid the first thing). Bring it back and put it on the plate by the tape recorder. . B E E P. . . Surprise number two is on top of the ________________. Get it and put it on the plate. . B E E P. . . Now look for surprise number three under the ______. B E E P. . . Surprise number four is waiting for you on top of the ______. Can you find it?. . B E E P. . . Did you find all the surprises here in Hiding Place?. . . Then you deserve a reward. Put the plate in front of you and count the things on it. . B E E P. . . .

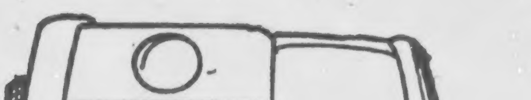
Did you count four good things to eat?. . . If you did, you're right! Now eat one cookie (marshmallow, cracker, etc.). . B E E P. . . How many are left?. . (Pause). . Did you say three?. . . Then eat one more. .

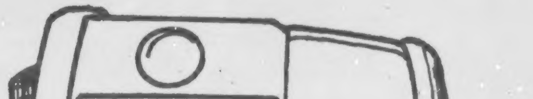
BEEP. . . How many are left now?. . (Pause). . Did you say two?. . . Eat one more. . BEEP. . . Now how many are left?. . . Just one. Eat the last one, too. BEEP. . . You found lots of surprises here in Hiding Place, but Rudy has another surprise for you. Let's get back on the bus and see if we can find out what it is. Sit down at the tape recorder again. . (Pause). . Brmmmm. . . Brmmmm. . . . Over a bridge and past some stores. . . Brmmmm. . . . Brmmmm. . . . Rudy's slowing down for another stop. Get out worksheet number three. . (Pause). .

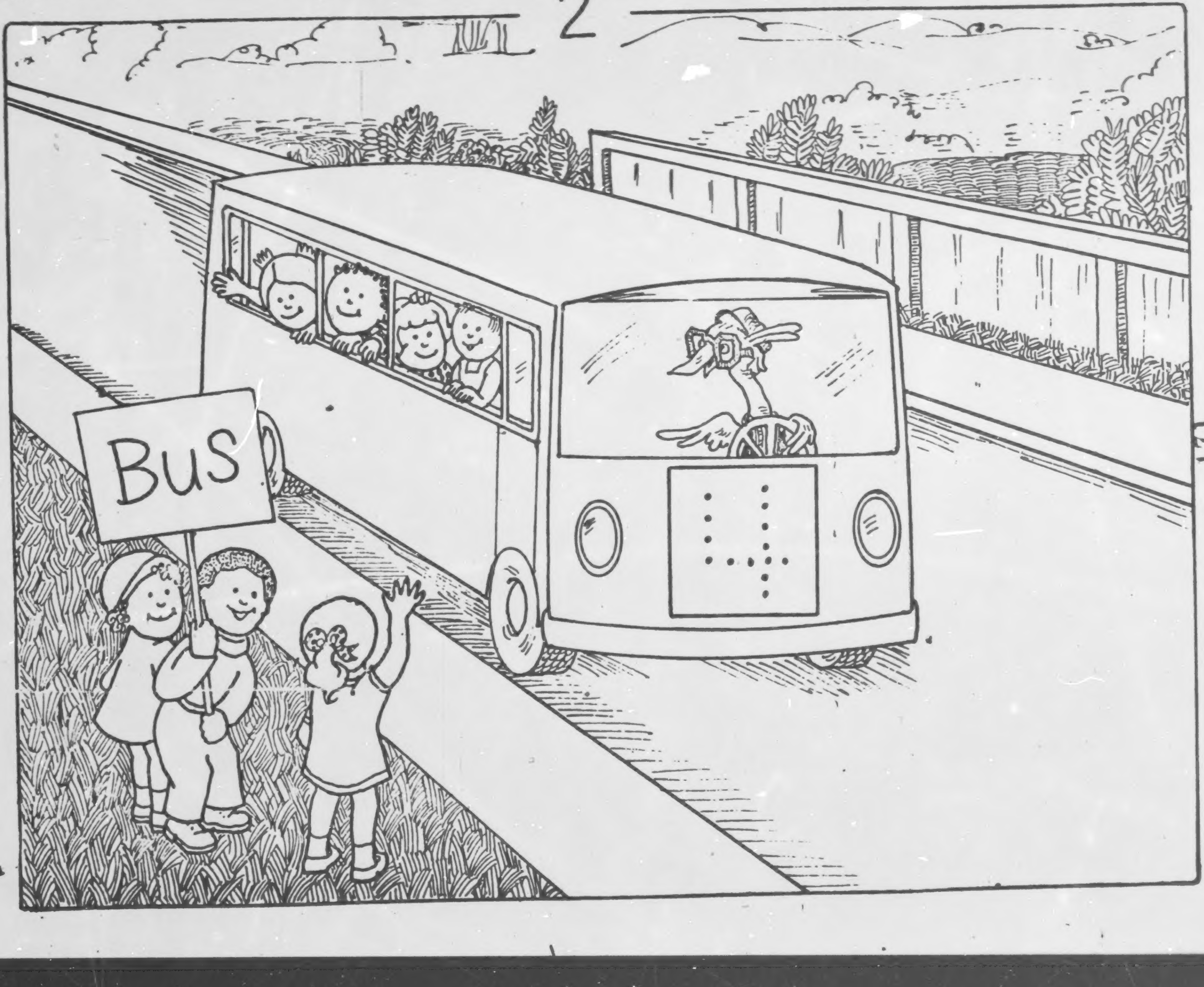
Guess where we are, (child's name). This is the surprise place Rudy was taking you to. It's a very special street and the name of the street is on the sign. Get your magic marker and connect the dots, so read what it says. . BEEP. . . Can you tell what street this is, (child's name)?. . (Pause). . It's (Child's name) Street! I bet you didn't know there was a street named after you. If you like, you can color the picture later. But now Rudy's waiting to take us back home. Climb back on the bus and let's go. . BEEP. . . .







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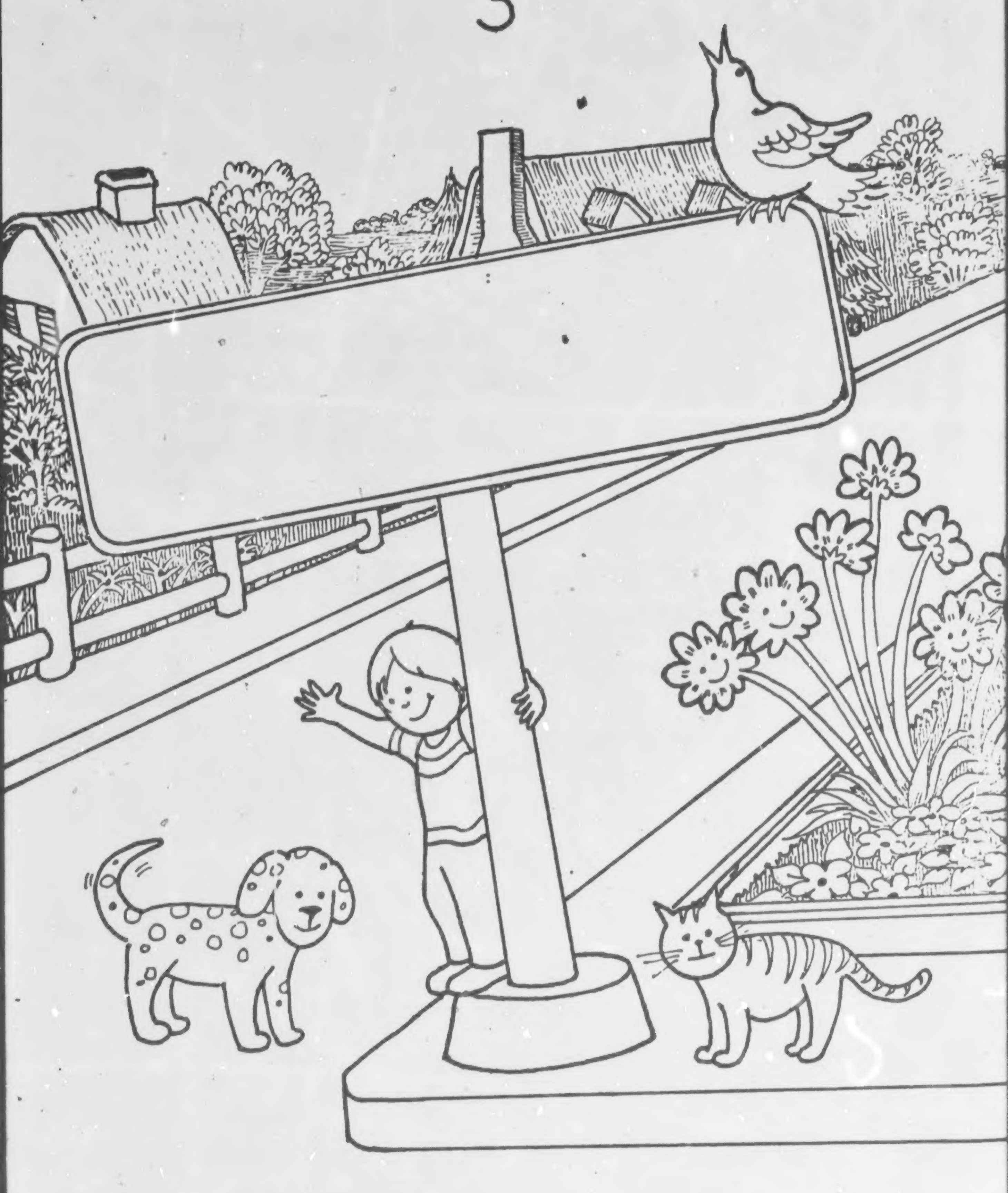


Cut-out Page

1	2	3	4

HINTS FOR PARENTS

Today your child learned about ON TOP OF and UNDER.

He also worked some more with the colors RED, GREEN, BLUE and YELLOW, the numbers from 1 to 4, and the sight word Bus.

Your child is also learning to hear words that sound alike. The ability to listen carefully to the sounds of words is another important pre-reading skill. You can help him by playing rhyming games with him. Several listening activities are described below. You and others in the family will probably be able to think of other rhyming games your child might enjoy.

Ways You Can Help Your Child Learn

1. Give your child the attached worksheets. Worksheet #4 is a counting activity, for which you will need 17 beans, buttons, pieces of cereal or other small objects. Ask him to pretend the beans or buttons are people. Tell him to put one bean on Bus #1, two beans on Bus #2 and so on. If he plays the game correctly, he will have just enough beans to go on all the buses.

2. You can teach your child about ON TOP OF and UNDER simply by talking to him about these new ideas. Ask him to tell you what's ON TOP OF the table or UNDER the chair. Or you can ask him to put a book on top of the TV or a box under the bed.

He might enjoy playing hide-and-seek with his friends or others in the family. One person hides something under or on top of a piece of furniture. Then he tells your child, "I hid something under the sofa. Can you find it?" If he does, then it's his turn to hide the objects. See if he can tell you where he hid it, using the words on top of and under.

3. An easy first rhyming game can be played at the dinner table or while riding in the car. Someone suggests a rhyming word. One syllable words like cat, boat, pin, sand are best. The rest of the players try to think of all the words they know that rhyme with the original word.

Later you can make the game a little more difficult by asking for specific rhyming words. For instance, the first person might say, "I'm thinking of something you wear on your head. It sounds like fat. What is it?" The one who says the answer first makes up the next riddle.

4. Another rhyming game that children enjoy begins like this:

My mother gave me a nickel
To buy a pickle.
The pickle was sour,
So I bought a __________.

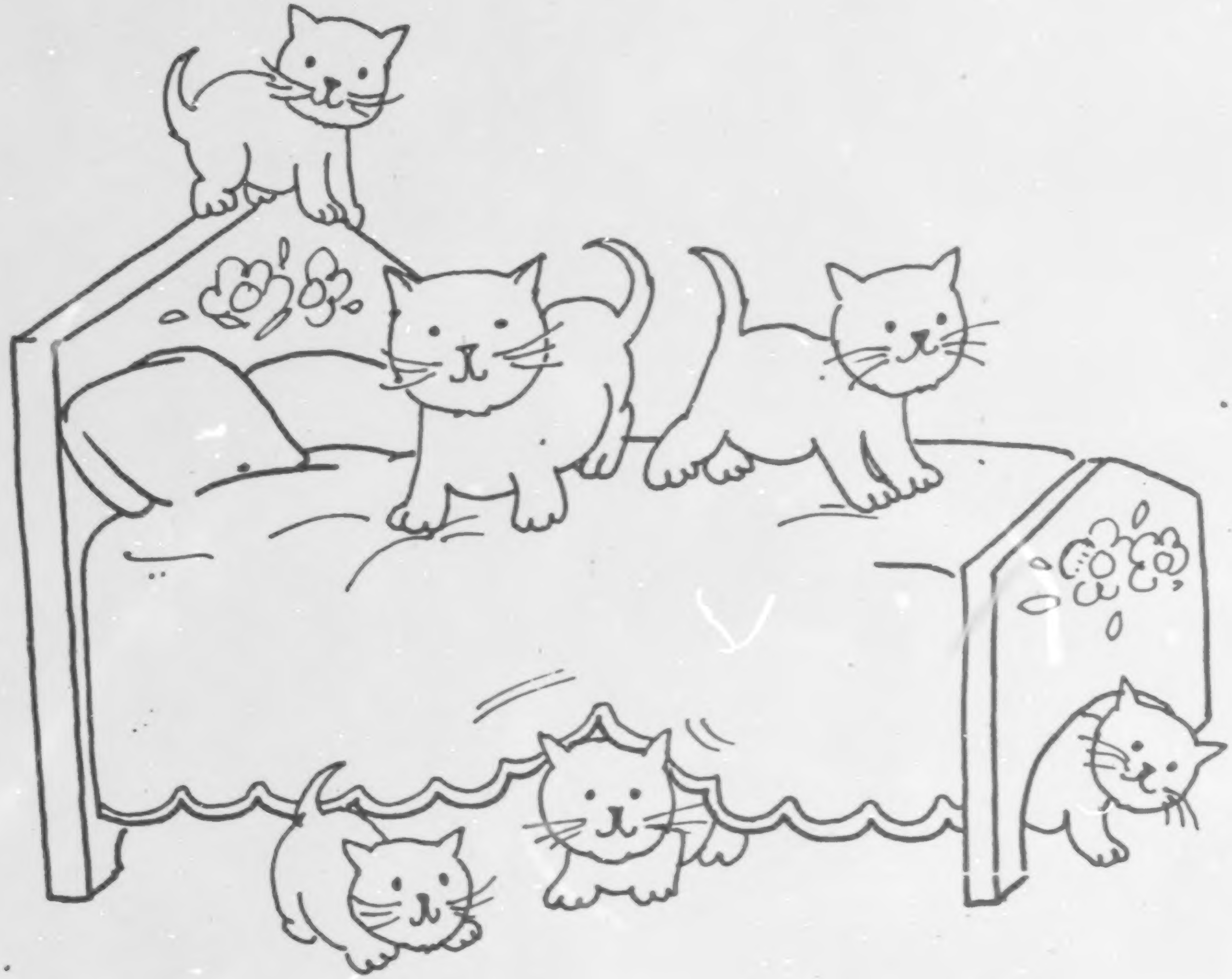
The players take turns completing the rhymes and making up new verses. For instance, they might continue:

The pickle was sour,
So I bought a flower.

The flower was dead,
So I bought a bed.

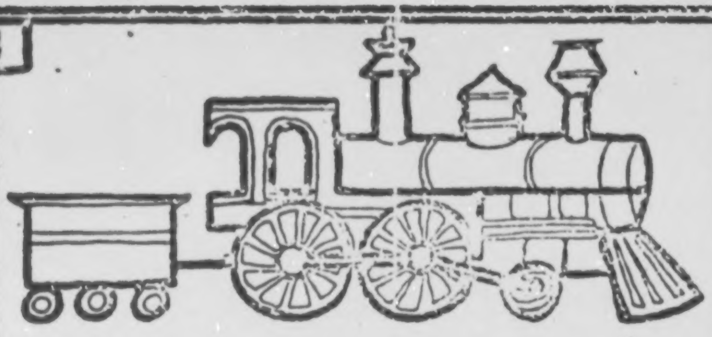
The bed was hard,
So I bought a card.

The game can go on for a long time and can be played again and again without ever being exactly the same twice.



How many cats are on top of the bed? Color them yellow.
How many cats are under the bed? Color them any colors you like.

1



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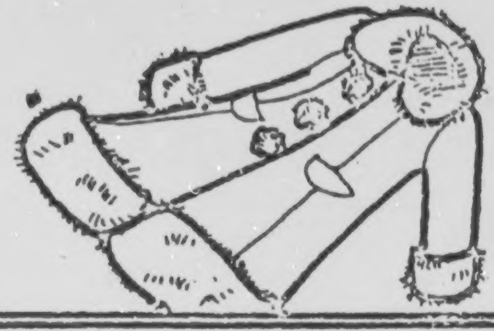

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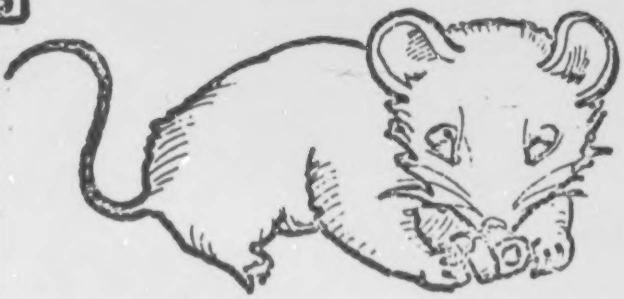

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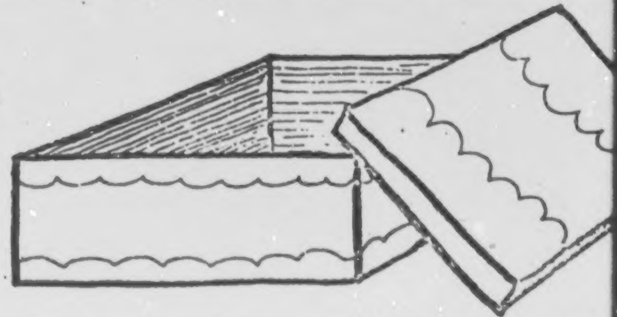

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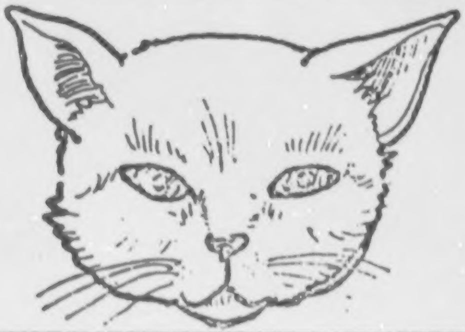

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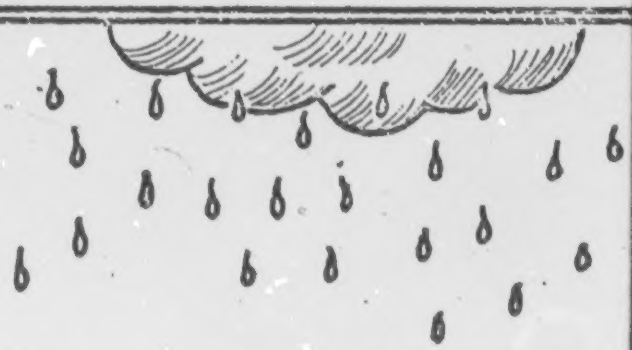

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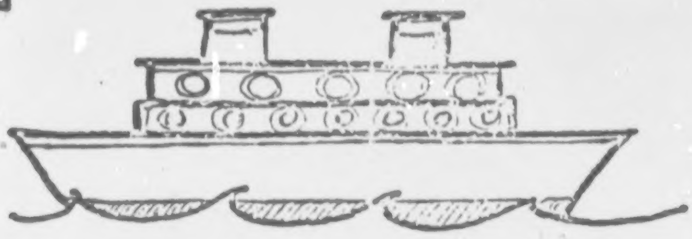

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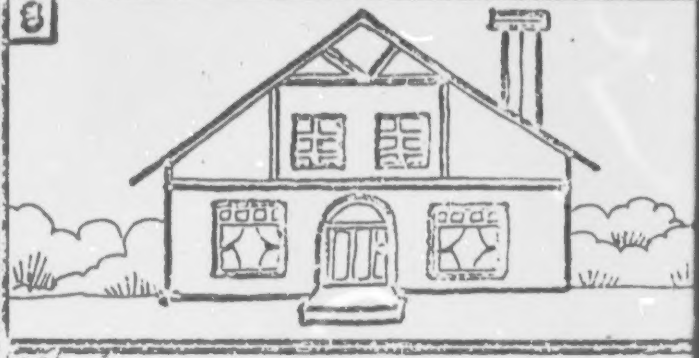

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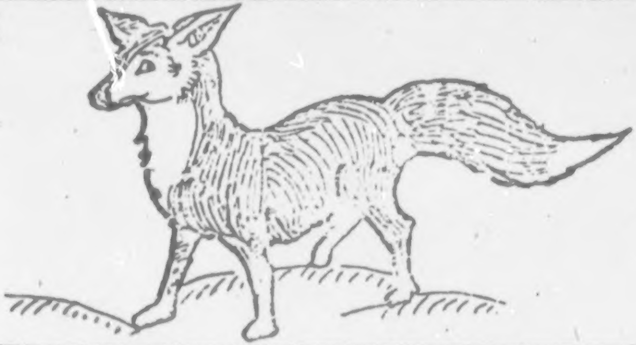

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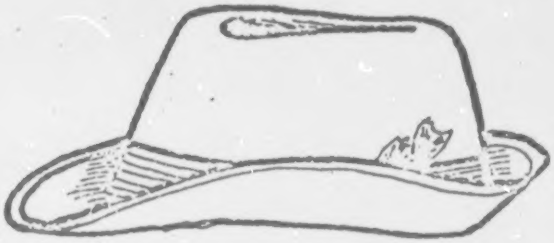
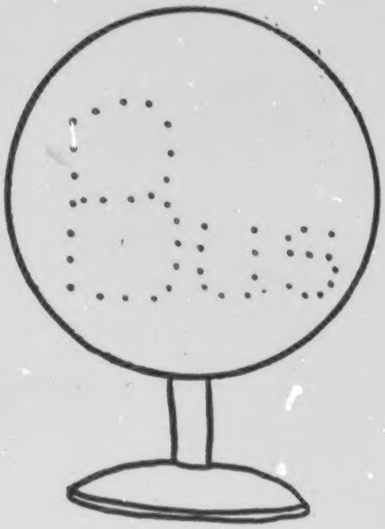
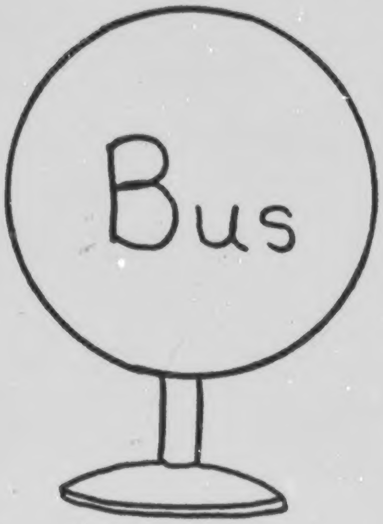
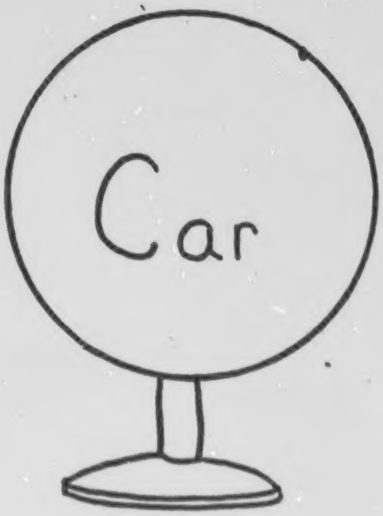
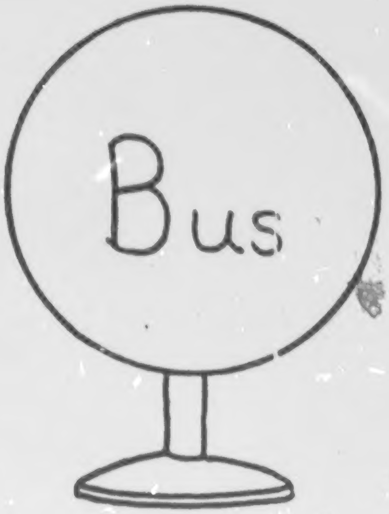


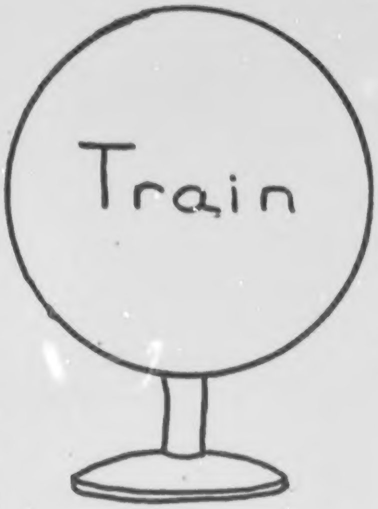
Cut the pictures apart. See if you can find the pairs of words that rhyme.

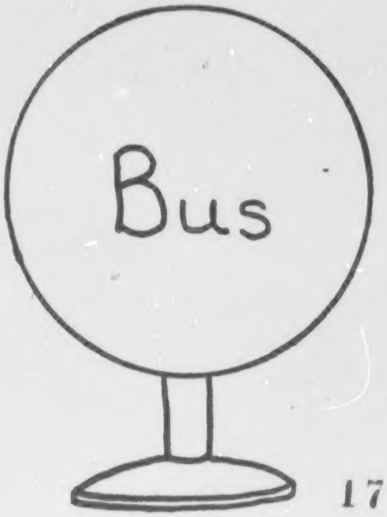




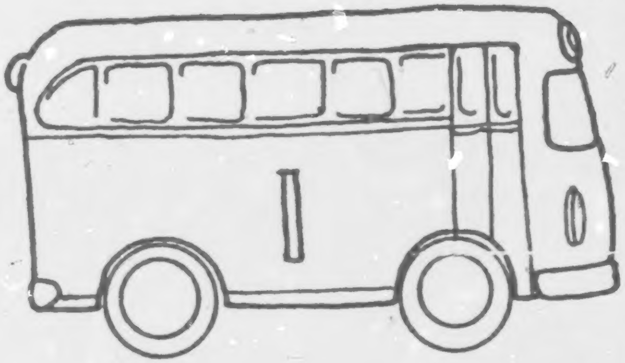


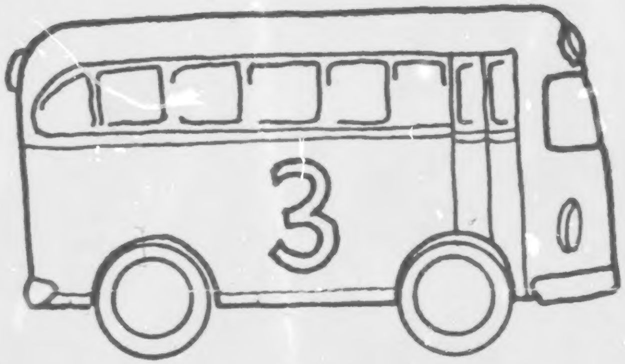


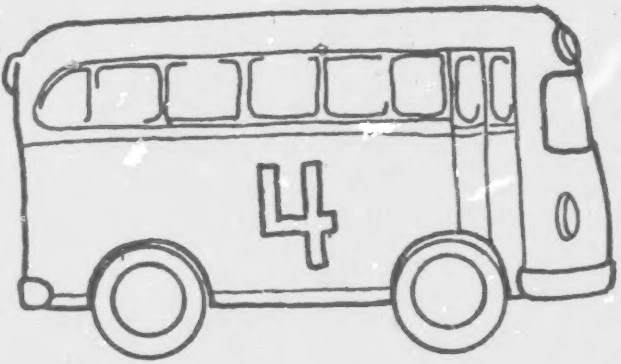


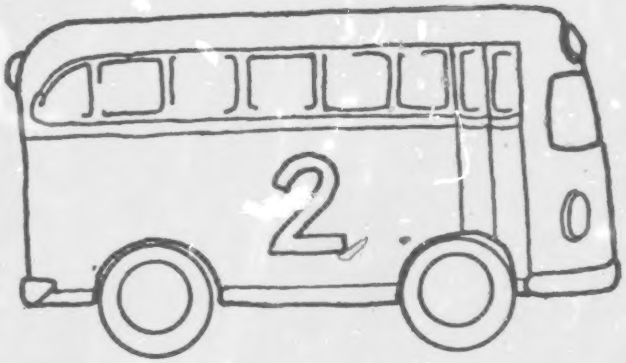


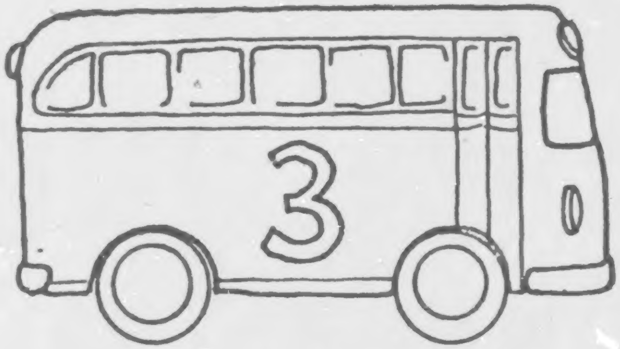
Connect the dots to finish the word Bus in the top sign. Color all the Bus signs you can find.

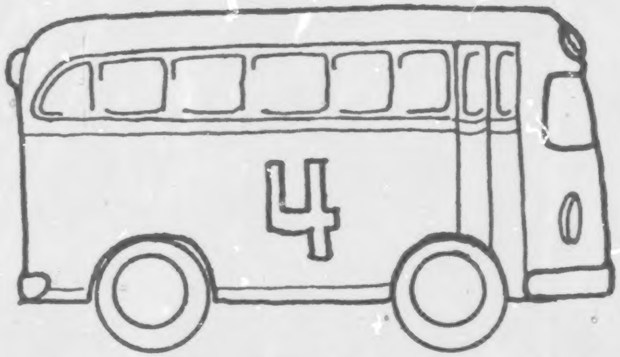












Instructions for this worksheet are on the first page of the Hints for Parents.

LESSON EIGHTEEN

Instructions

In this lesson your child will meet a new shape - the triangle. He will also do some more work with the colors and numbers he has learned so far.

What This Lesson Does

Introduces triangle.
Reviews circles.
Gives your child more practice with numbers from one to four.
Introduces the idea of corner.
Reviews the colors: red, yellow and green.

Materials You Will Need

5 worksheets
Crayons
Scissors
Paste or glue
Magic marker

Taping

Hi, (child's name)! Today an old friend is waiting for you. Get the worksheets out of your folder. You'll see who it is on Page One. . B E E P. . . It's Ship Shapely, the Shape Detective. Here he is, looking for round shapes. Do you remember what round shapes are called, (child's name)?. . (Pause). . They're circles. Ship Shapely likes to keep track of all the shapes he finds, so he puts a check mark on every one. There's a check mark on the round bicycle wheel. Point to it. . . The check mark is called a V and there's a dotted V on the other round wheel, too. Take your magic marker and finish the V on the other wheel. . B E E P. . . .

There are lots of other circles on the page, too. You be a Shape Detective and see how many circles you can find. Check them off, just like Ship Shapely does. Get your magic marker and put a V on every circle you see. . B E E P. . .

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Patricia Simms

Very good, (child's name)! Did you put a V on the balloon and the ball?. . . What about the round traffic lights? Did you put V's on them, too? Did you check the clock and the round sign next to the traffic light?. . . There's a word on the round sign, and I bet you can read what it says. What's the word on the sign?. . (Pause). . *Bus* is right! And if you found all the circles in the picture, you're a might fine detective!

Ship Shapely likes to look for other kinds of shapes, too. You'll find one of his favorite shapes on the next worksheet. Get page two. . (Pause) . . The new shapes is called a *triangle*. You say it - *triangle*. . (Pause). . Good! Is a triangle *round* like a circle?. . . . No, a triangle isn't round. It has three straight sides and three corners. Let's count the straight sides first. Put your finger on *one* side. . . Put your finger on another side. . . . That makes *two* sides so far. Now put your finger on the last side. . . How many sides does that make?. . (Pause). . *Three* sides, right! Now let's count the *corners*. There's a number in each corner. Put your finger on corner number one. . . Put your finger on corner number two. . . Point to corner number three. . . Very good, (child's name).

Here's a rhyme to help you rmember about triangles. Listen. (Read slowly):

Sides and corners - one, two, three,
Make a triangle, don't you see?

I'll say it again. This time, when I stop, you say what I just said.

Sides and corners. . (Pause). . One, two, three. . (Pause). .
Make a triangle. . (Pause). . Don't you see?. . (Pause). .

Let's say it together this time. See if you can point to the sides of the triangle as you count them.

Sides and corners - one, two, three,
Make a *triangle*, don't you see?

Ship Shapely loves triangles. His favorite place to visit is Triangle Town. Can you guess why?. . . Because there are lots of triangles there. Get page three and you'll see Triangle Town. . (Pause). . Wow! Look at all those triangles! Be a Shape Detective, (child's name), and point to all the triangles you see. . (Long Pause). . Good! Now do what Ship Shapely does. Take your magic marker and make a V on every triangle you found. . B E E P. . . . Good! Did you find the triangle that has a word in it?. . . Point to the word. . Can you read what it says?. . (Pause). . Bus is right! You're a good reader and a good Shape Detective, too!

Could you be a word detective, too, (child's name)?. . . Word detectives find missing words. Listen:

I have a bed that's _______________. That's what?. . . There's a missing word that tells what color the bed is. Could it be green?. . Yellow? . . . Red? . . . Find the word that sounds like bed. . Green bed?. . Yellow bed?. . . Red bed?. . Green, yellow red. Which one sounds like bed?. . . (Pause). . Did you say red?. . . Red bed. Good work, Detective. Now pretend you're lying down on a red bed. Come on, take a little nap. Let me hear you snore. . (Pause). . Louder, please. Red beds make people snore very loudly. . . (Pause). . Much better, (child's name). . .

Now be a word detective and find the word that sounds like jello. Jello - is it red, green or yellow?. . (Pause). . Did you say yellow?. . . Yellow jello. Good for you. Can you be some yellow jello?. . . Get down from your chair and let's see you wiggle. . (Pause). . . Wiggle your arms. . (Pause). . . Wiggle your legs. . . (Pause). . . Wiggle all over, yellow jello. Wiggle here. . . Wiggle there. . . Wiggle, wiggle everywhere! . (Pause). . That was very good, (child's name).

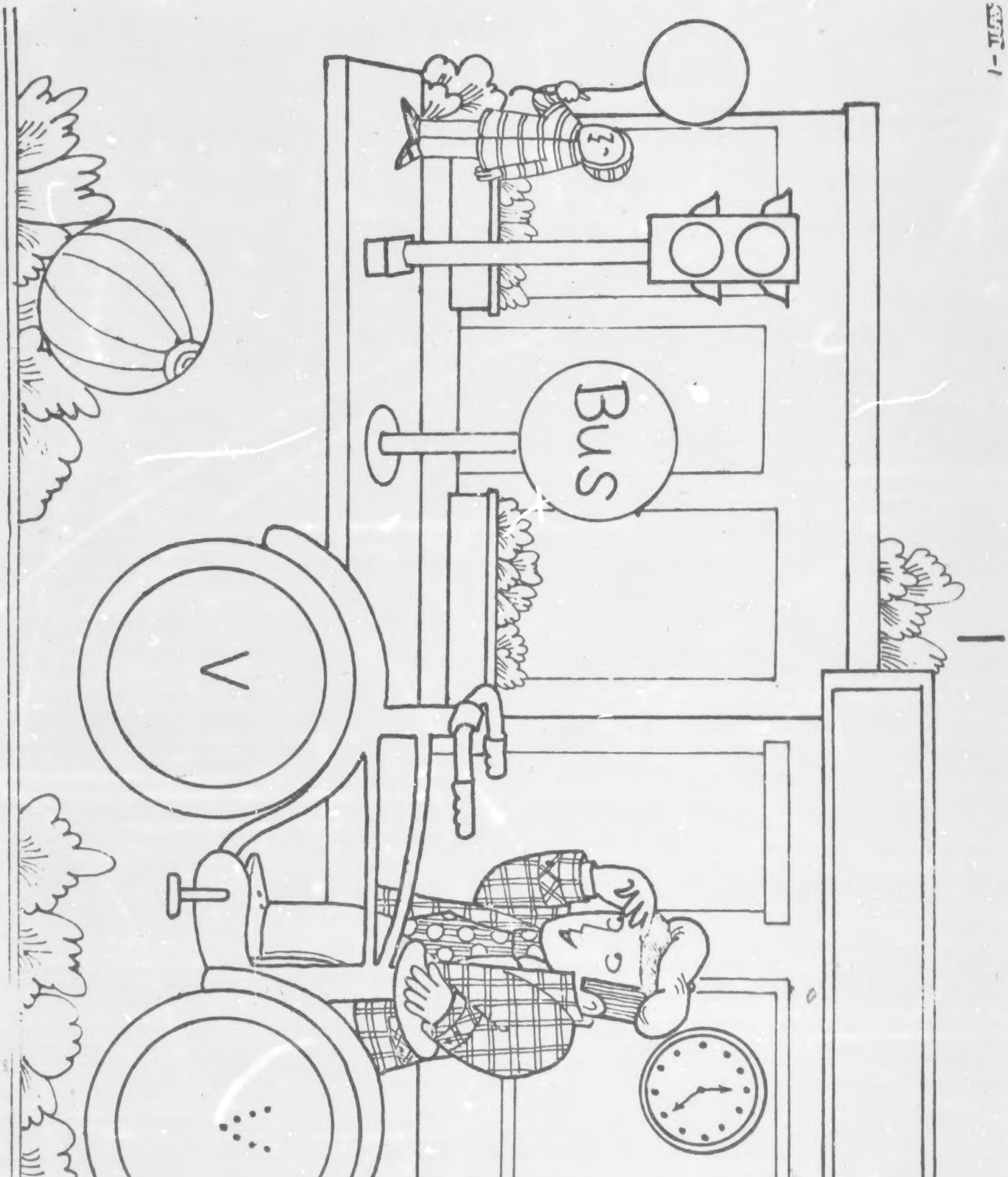
Now find the word that sounds like machine. Is it red, yellow, or green?. . . (Pause). . Did you say green? A green machine. Very good. A *green machine* does *anything* you want it to. You can ride in a green machine. Jump in and let's go for a ride. Brrmmm. . . . Brrmmm. . . . Bumpity, bumpity bump. . . I forgot to tell you the green machine gives a *very* bumpy ride. So bounce up and down on the bumps. Here we go. . . Bumpity bump. . . Up and down. . . Bumpity bump, bump, bump. . . You can *fly* with a green machine, too. Try it. Spread out your arms and pretend you're flying. . Brrmm. . . Brrmm. . . Up you go. . . Fly. . . fly. . . . up in the sky. . . . Higher. . . higher. . Fly, fly, fly. . . . What else does a green machine do, (child's name)?. . . It can spin round and round. Get in your green machine and spin around. . . . and around. . . . and around some more. . . . Very good, (child's name)! You can stop the green machine now and go back to the tape recorder. . (Long Pause). .

Listen! CALLING ALL SHAPE DETECTIVES. . . . CALLING ALL SHAPE DETECTIVES! . . Sheba the Shape-cat is missing!. . . . Let's see what this is all about. Get page four. . (Pause). . .

That must be Sheba, the missing Shape-cat. The circle is her head, but the rest of her face is missing. Can you be a Shape Detective again and help find it? . . . Get the last worksheet, the one with Rudy in the circle at the top. . (Pause). . There's the rest of Sheba, the Shape-cat. Those shapes are part of Sheba's face. Let's get them ready. Get your crayons and color the two circles green. . B E E P. . . How many triangles are there?. . (Pause). . *Three* is right. . Color *two* of the triangles red. . B E E P. . . Color the last triangle any color you like. . B E E P. . . Now cut out all the shapes you colored. . B E E P. . . Good! Now get page four again, so you can give Sheba back her missing face. . (Pause). .

The two red triangles will be Sheba's ears. Paste one red triangle on the number one. . B E E P. . . Paste the other red triangle on the number two. . B E E P. . . The two green circles will be Sheba's eyes. Paste one circle on the number three. . B E E P. . . Paste the other circle on the number four. . B E E P. . . There's one shape left. What is it?. . (Pause) . . A triangle for Sheba's nose. Paste the last triangle where you think it should go. . B E E P. . .

You did a beautiful job, (child's name)! Bring Sheba to me now and we'll put here someplace where everyone can see her. . B E E P. . . .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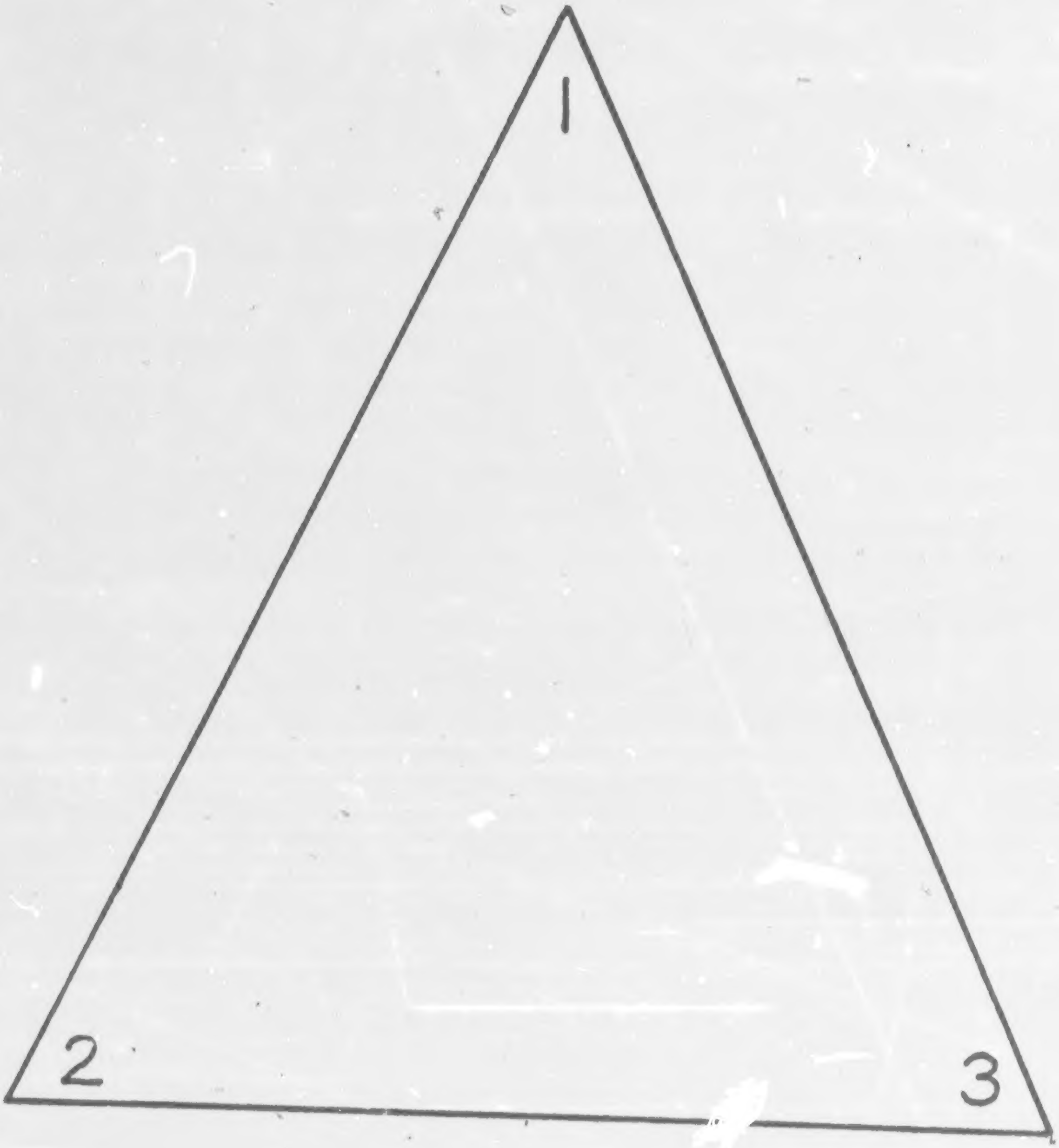

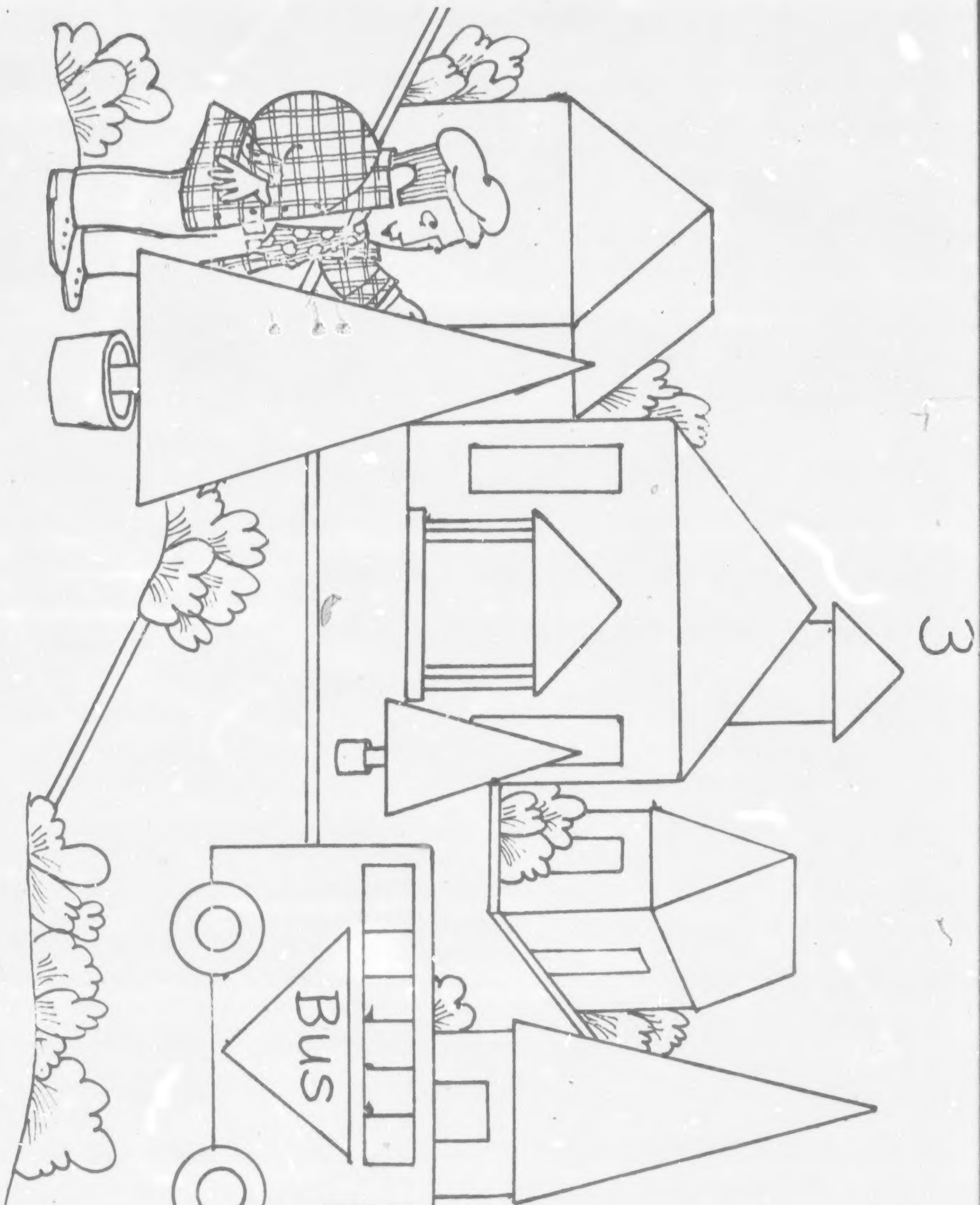
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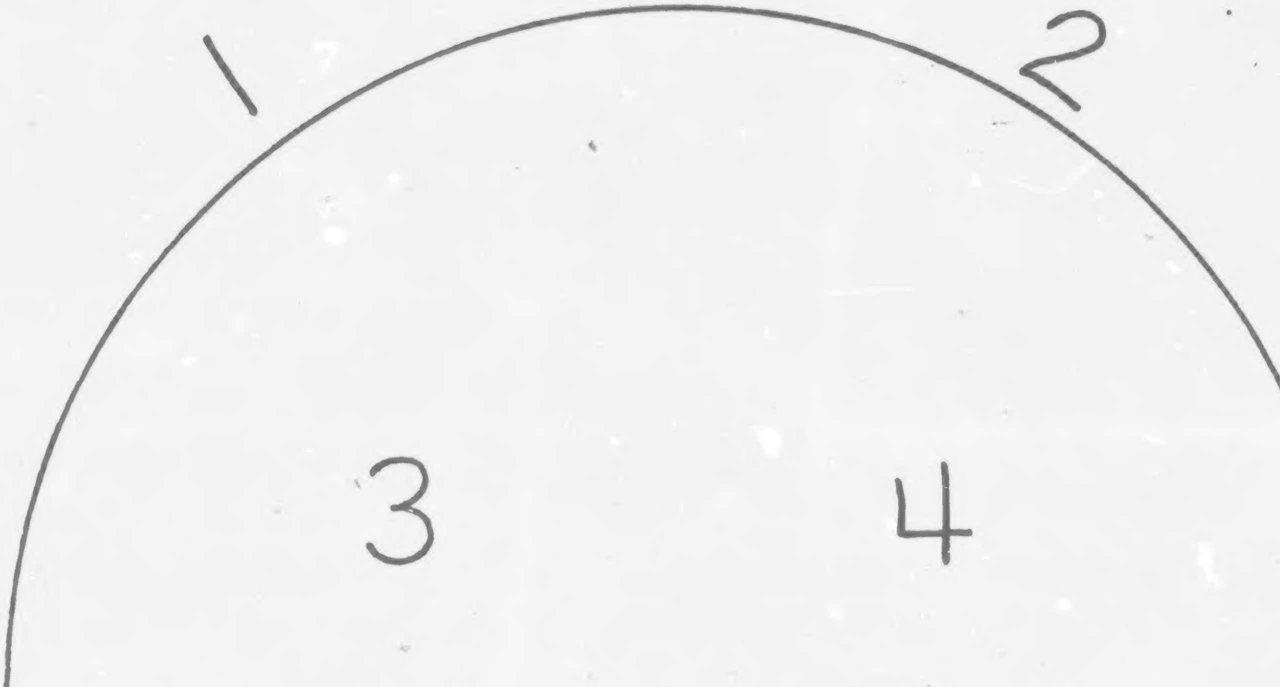

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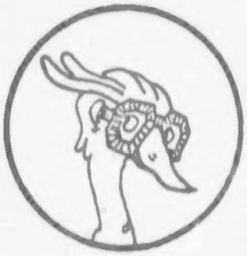
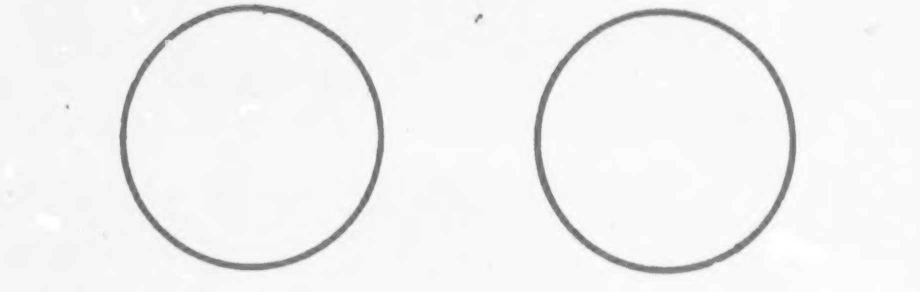




HINTS FOR PARENTS

Today your child met a new shape - the TRIANGLE.

He also reviewed many of the new ideas he has been learning.

Ways You Can Help Your Child Learn

1. In today's lesson your child pretended he was a Shape Detective, looking for circles and triangles. On worksheet #3 there are four detective badges. Write your child's name on one of the badges. Write any three other names on the rest of the badges.

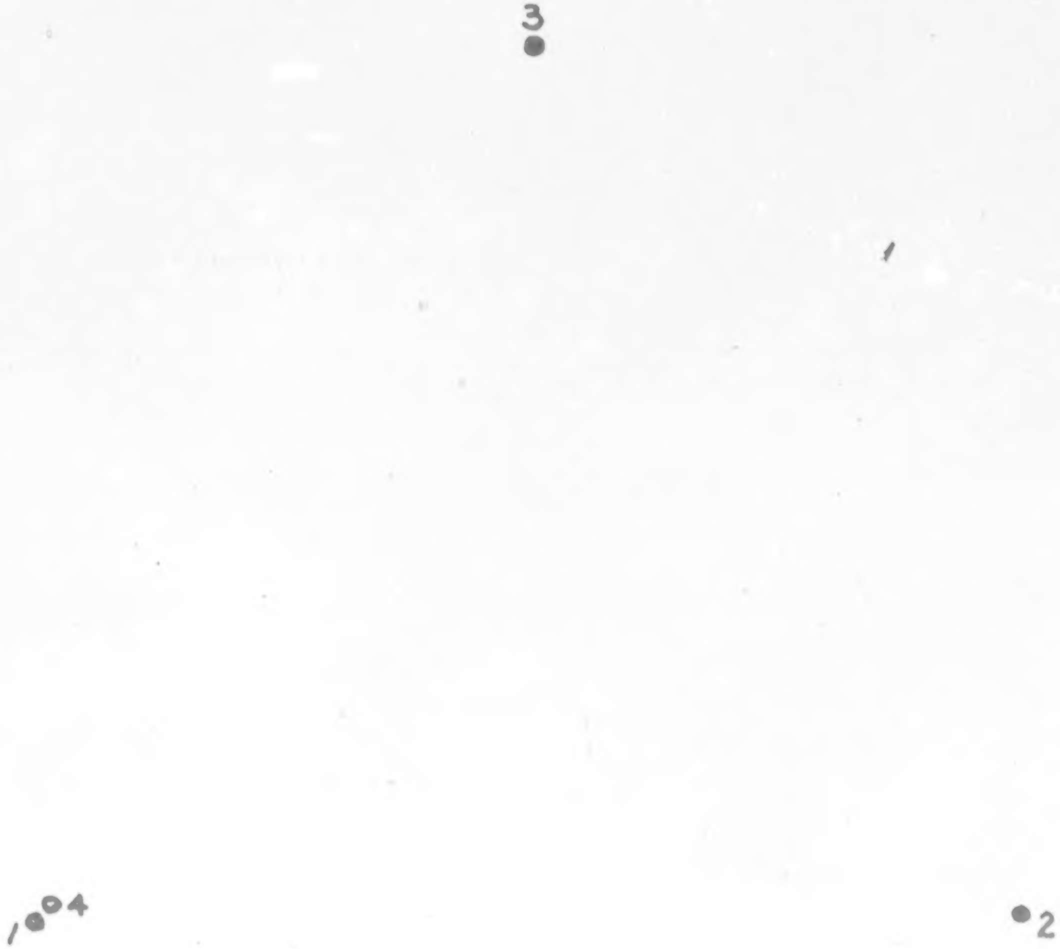
The last worksheet is a page of number puzzles. Cut the four puzzles apart along the double lines. Then ask your child to cut each puzzle in half, along the wavy lines. See if he can put them back together again.

2. It is important for your child to understand the different meanings of the word corner. As he begins to read and write, he will often be told to look at the corner of the page. To see if he understands what the word means, ask him to put a cup down on the corner of a table, or a comb on the corner of a bureau. He probably knows already what the corner of a street is, but you can point out to him that a street corner is where two streets meet, and the corner of a table is where its two sides meet also.

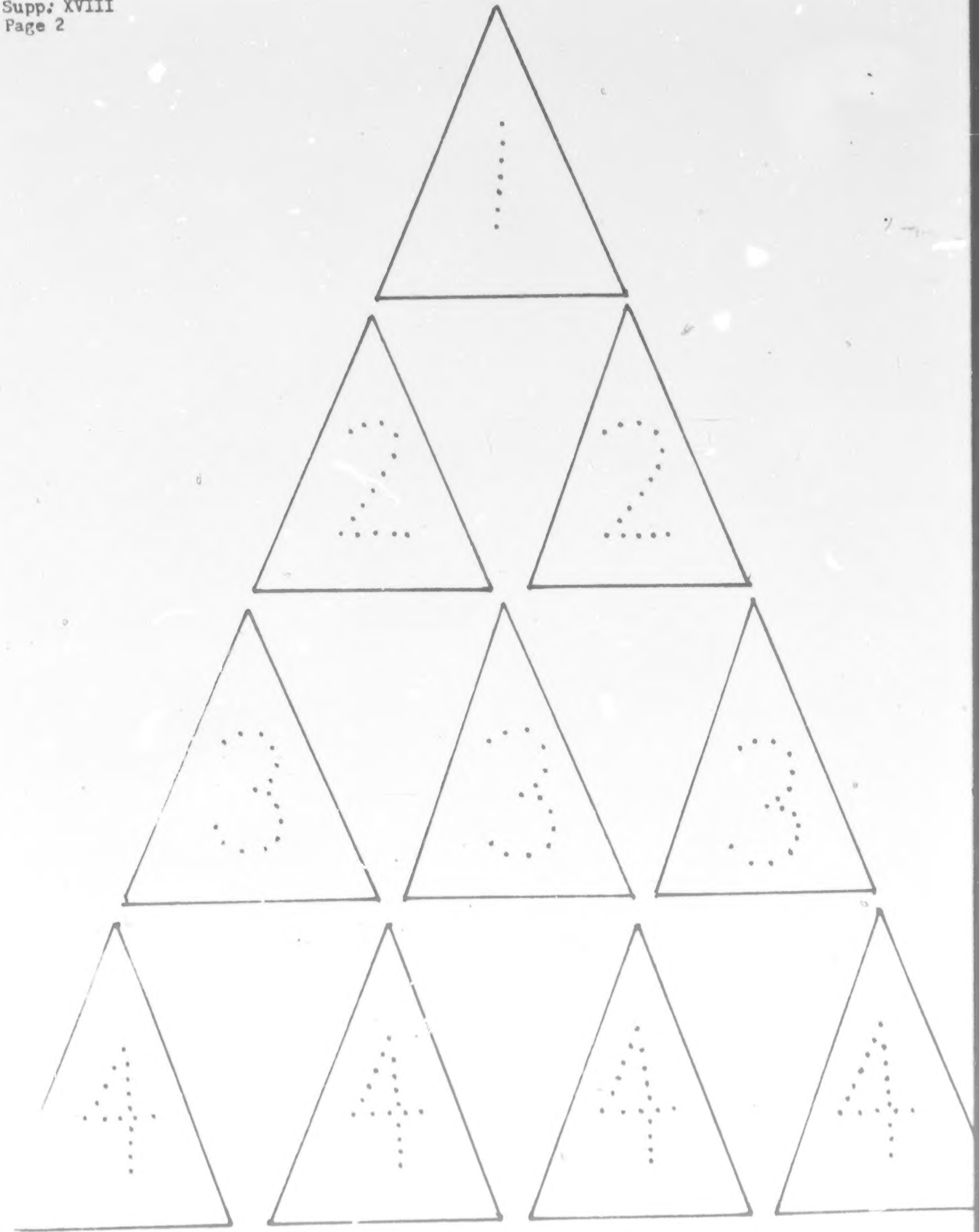
3. If your child enjoyed doing the number puzzles, he may like this easy-to-make game that will also help him learn to recognize numbers. On 10 to 12 small pieces of paper write the numbers 1, 2, 3 or 4. Put the pieces of paper into a box or bowl. Then give your child a crayon or magic marker and the container of numbered pieces of paper. Ask him to take out one of the pieces and read the number on it. If the number is a 1, he should make one dot on the paper. If the number is a 2, he must make two dots, and so on. Once you explain the game to him, he can continue at his own pace, and you can check the slips later to see if he has done them correctly.

4. A good way to help your child learn about TRIANGLES is to let him trace their outlines on paper. Cut 2 or 3 triangles of different sizes out of stiff cardboard. Then show your child how to trace around the shapes. If he likes, he can make shape pictures - a forest of Christmas trees or a city of steeples. If you add a variety of jar tops, he can add circles to his shape drawings.

Supp. XVIII
Page 1



Using a ruler or piece of cardboard as a guide, draw a line from dot #1 to dot #2. Draw another line from dot #2 to dot #3. Draw one more line from dot #3 to dot #4. What shape did you make?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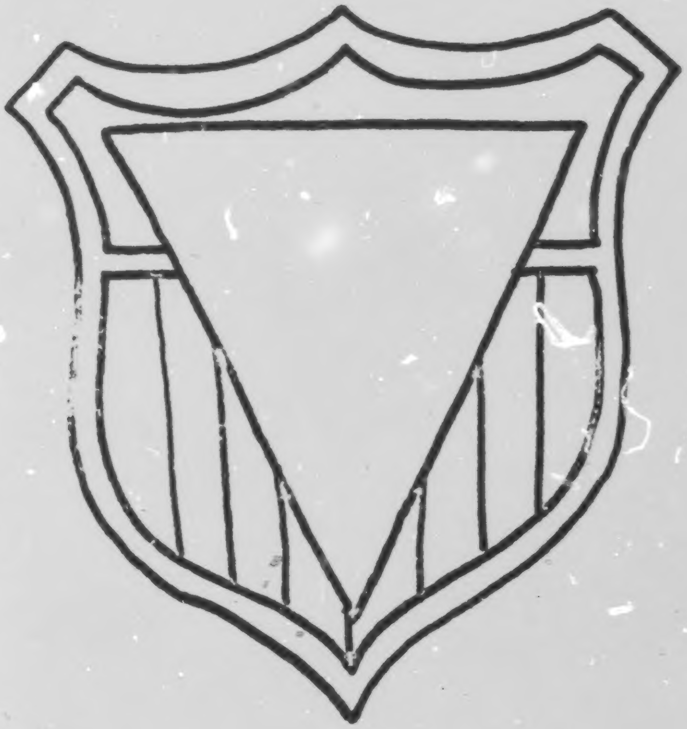
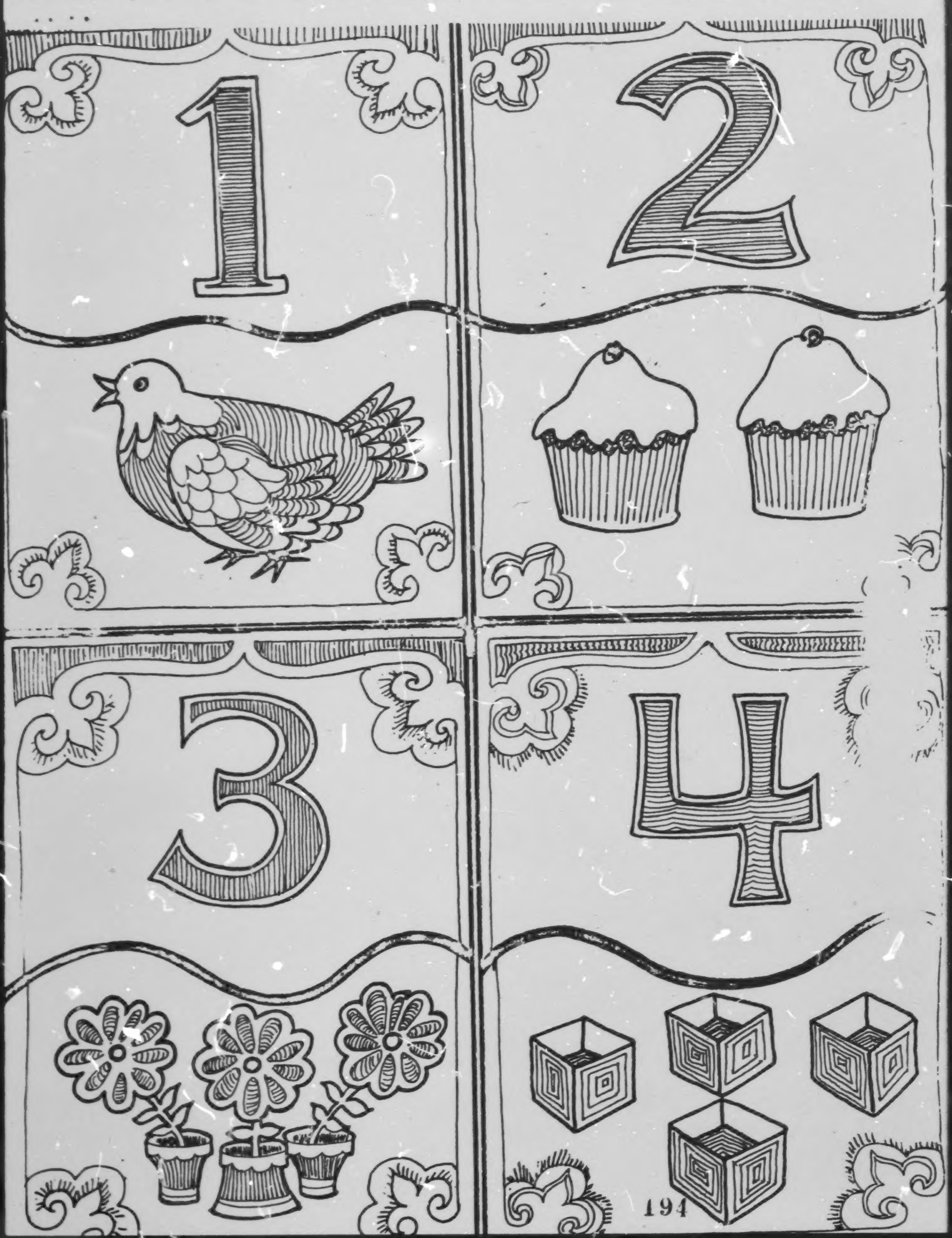
Connect the dots to finish the numbers. You can color the triangles



Find the detective badge that has your name on it. Color it if you like and cut it out. Now bring it to me, so I can pin it on you.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(Note: Reproduce Worksheet 3 on blue paper.)

LESSON NINETEEN

Instructions

Today your child will do some more work with triangles and with the numbers from one to four. He will also meet a new color - blue, and a new sight word - Boat.

Before your child begins the lesson, you will need to assemble the things he will use for the boat game. The bases of the boats can be made out of various materials, depending on what you have on hand. You can cut small pieces of styrofoam out of your tape recorder packing box or an empty egg carton. If neither of these are available, you can use small pieces of clay. You will also need to cut out the two triangles on the cut-out page. Then put the boat bases, the toothpicks and the triangles in a small envelope with the rest of the materials for the lesson.

To get the game ready, tape the last two worksheets together to make the game board. Your child will also need a die to tell how many spaces to move the boats. On the cut-out page you will find an easily-made paper die he can use. First color the two circles red. Then cut along the outline of the T-shaped figure and fold inward along the dotted lines. Tape the sides together wherever necessary to form a cube. If you prefer, you can make a styrofoam die. Cut a cube of styrofoam and draw the dots from one to four on the sides with magic marker. Make red circles on the two remaining sides and the die will be ready.

What This Lesson Does

Introduces the sight word Boat.
Introduces the color blue.
Reviews the colors red, yellow and green.
Reviews triangles.
Reviews left.
Gives your child more practice with the numbers one to four.

Materials You Will Need

5 worksheets
Cut-out page (See instructions)
4 crayons: red, yellow, green and blue
Scissors
Paste or glue
Tape
Material for making two boats in a small envelope:
    2 boat hulls (styrofoam, clay, etc.)
    2 toothpicks
    2 cut-out sails

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Patricia Simms

Taping

(Sing the following:)

Row, row, row your boat,

Gently down the stram. . . . . . .

Can you guess where Rudy's taking you today, (child's name)?. . . . I gave you a hint in the song I just sang. Listen again.

Row, row, row your boat,

Gently down the stream. . . . . . .

What are you going to ride in?. . (Pause). . A boat! That's right! You'll see it on page one. . BEEP. . . .

That's a swell boat Rudy has, isn't it? It's a motor boat. Put your left hand down on the left-hand side of the boat. . (Pause). . That's the motor, and it makes the boat go. There's a word on the boat. Can you guess what it says?. . . . It says boat. How many letters are in the word boat? Count them. Start with the big letter on the left. . One. . two. . three. . four letters is right. Put your finger on the letter on the left. . You've seen that letter before. It's the letter B. B is the letter Boat begins with.

It looks as if Rudy's all set to go, but, goodness, he can't ride in a boat without some water. You'll have to draw waves for the boat to ride on. What color is a lake, or the ocean?. . (Pause). . It's blue, like the sky. Get your new blue crayon and drew lots of waves under the boat. . BEEP. . . What beautiful blue waves you made, (child's name)!

Do you remember what kind of a boat Rudy's driving?. . (Pause). . It's a motor boat. Now let's make a different kind of boat. Get page two. . (Pause). . There's Rudy, pointing to some shapes. I bet you remember those shapes. They have three sides and three corners. What do you call them?. .

(Pause). . Triangles! Right again, (child's name)! How many triangles do you see? Count them out loud. . One. . two. . three. . four triangles. Good! Point to the triangle at the left-hand side of the page. . Is it a big triangle or a little triangle?. . (Pause). . A big triangle. Color it red. . BEEP. . . Rudy's pointing to the two triangles in the middle. Can you point to the one on top?. . . Good. Color the triangle on top green. . BEEP. . . Now point to the triangle under the green one. . . . Color that one yellow. . BEEP. . . .

There's one triangle left and one crayon left. What color will you make the last triangle?. . (Pause). . Blue is right. Color the last triangle blue. . BEEP. . . Very good work, (child's name). Now let's make a boat out of these triangles. First you'll need to cut the triangles out. Get your scissors and cut along the lines. . BEEP. . . .

Now get worksheet number three. . (Pause). . What color is the page?. . (Pause). . Blue! The blue will be sky and water and your triangles will make nice sailboats. Here's what to do. Get the red triangle. Paste it in the space with the number one in it. . BEEP. . . . Paste the green triangle in space number two. . BEEP. . . . Paste the yellow triangle in space number three. . BEEP. . . What number is in the last space, (child's name)? . (Pause). . Four is right. Paste the blue triangle in space number four. . BEEP. . . . Your sailboats look lovely, don't they?

What makes sailboats go, do you know?. . . . Not motors. . . I'll give you a hint. It's something that blows. What could it be?. . . . The wind! Wind blows the sails and pushes sailboats along the water.

Pretend you're a sailboat, (child's name). I'll sing a song about sailing, and while I sing you wave your arms like big sails flapping in the wind. Are you ready?

(Note to parent: Sing the following words to the tune of Row, row, row your boat.)

Sail, sail, sail your boat,

Happy as can be,

Wave, wave, wave your arms,

Sailing out to sea.

Did you wave your arms like the sails while I sang, (child's name)? . . . I'll sing the song again and this time you hum along with me. Keep your sails moving, too, so the boat can sail along.

Sail, sail, sail your boat,

Happy as can be,

Wave, wave, wave your arms,

Sailing out to sea.

Good work, (child's name). There's another kind of boat called a rowboat. You use two long poles called oars to make a rowboat go. It's hard work to pull on the oars. Do you think you're strong enough to do it?. . . Let's see how strong you are. This time I'll sing about a rowboat, and you pull on the oars whenever I say row. Ready?

Row, row, row your boat,

See how you can row!

It's lots of fun to row a boat,

Singing as you go.

Did you pull on the oars when I said row?. . . I'll sing it again and you sing with me while you row.

Row, row, row your boat,

See how you can row!

It's lots of fun to row a boat,

Singing as you go.

What a good sailor you are, (child's name). Sometimes people have races with sailboats. Let's get some boats ready so you can have your own race. Get the envelope and dump out all the things inside. . B E E P. . . First you'll need to make the sails. Get triangle number one. . (Pause). . That goes on the red boat, so color the number one triangle red. . B E E P. . . Color triangle number two blue. . B E E P. . . Good. The little pieces of styrofoam (or whatever you're using) will be the boat bottoms. Stick a toothpick into each one. . (Long Pause). . Now take the red number one triangle and tape it to one toothpick. . B E E P. . . Tape the blue number two triangle to the other toothpick. . B E E P. . . Very good, (child's name). Now your sailboats are ready for the race. Open up the last two worksheets and you'll see the game board. . B E E P. . .

Put your left hand down on the left-hand side of the board. That's where the race will start. Put the red sailboat on the picture of boat number one. . (Pause). . Put the blue sailboat on the picture of boat number two. . (Pause). . Now the boats are at the starting line. They want to race across the page to the flags. Get the block with the dots and the red circles on it. . (Pause). . Turn it all around. Do you see the side that has two dots?. . . (Pause). . Can you find the side with three dots?. . (Pause). . Look for the side with four dots. . (Pause). . Now find a side that has a red circle on it. . . The red circle means Stop. Whenever you roll a red circle, the boat can't go at all. Now here's how to play the game.

The red boat goes first. Pick up the block and let it fall on the table (or floor). . (Pause). . What do you see on top, some dots or a red circle?. . (Pause). . If you see some dots, count how many there are. . (Pause) . . Move the red boat that many spaces towards the flag. Count the spaces as you move the boat. . (Long Pause). . If you got a red circle instead of dots, then the red boat can't move on this turn. Now it's the blue boat's turn. Roll the block again and see how many spaces the blue boat can go. . B E E P. . . Now take turns with each boat, and move them across the board towards the flags. If you're not sure how to play, call me. If you think you know how to play, go ahead and finish the game. I wonder who'll be the winner, the red boat or the blue boat. What do you think? Finish the game and see if you're right. Then come call me and I'll play it with you. . B E E P. . .

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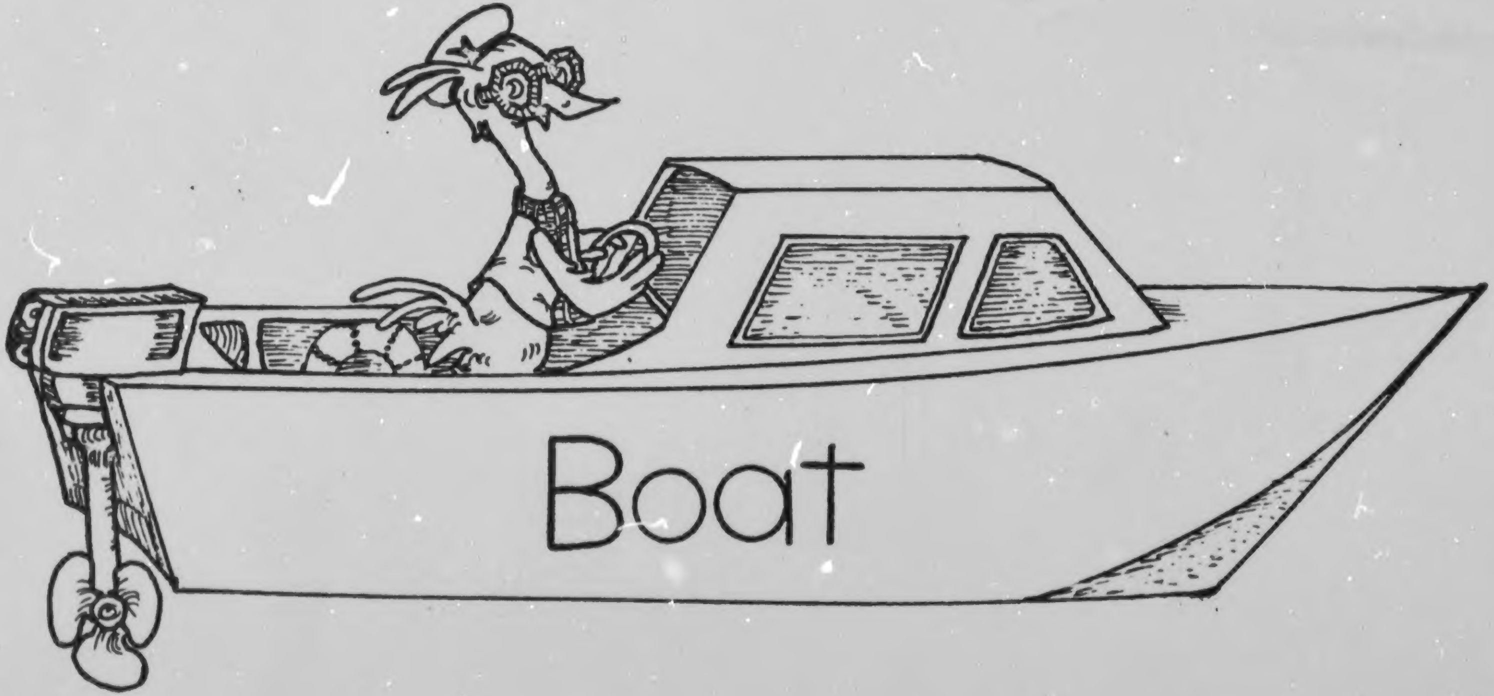

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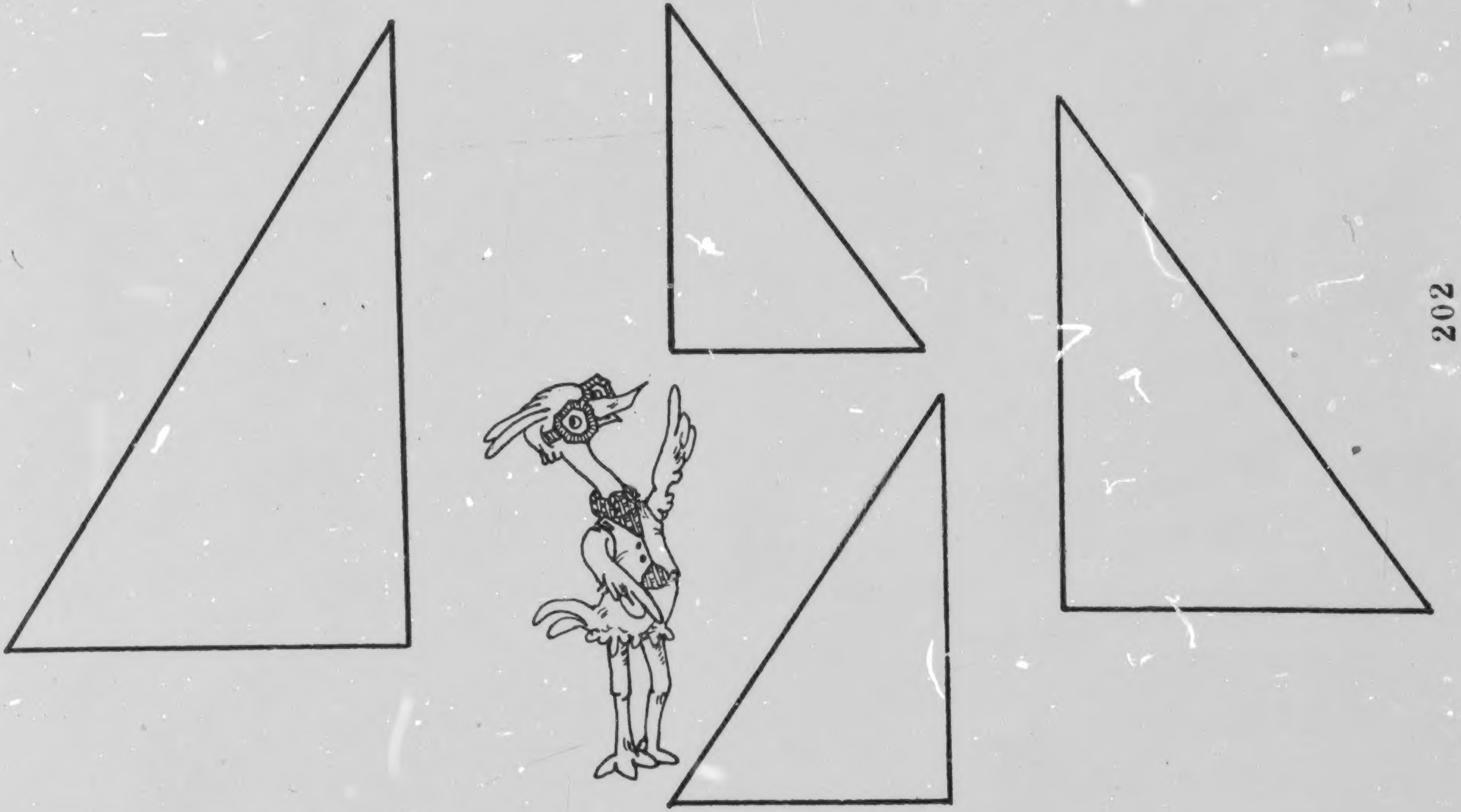

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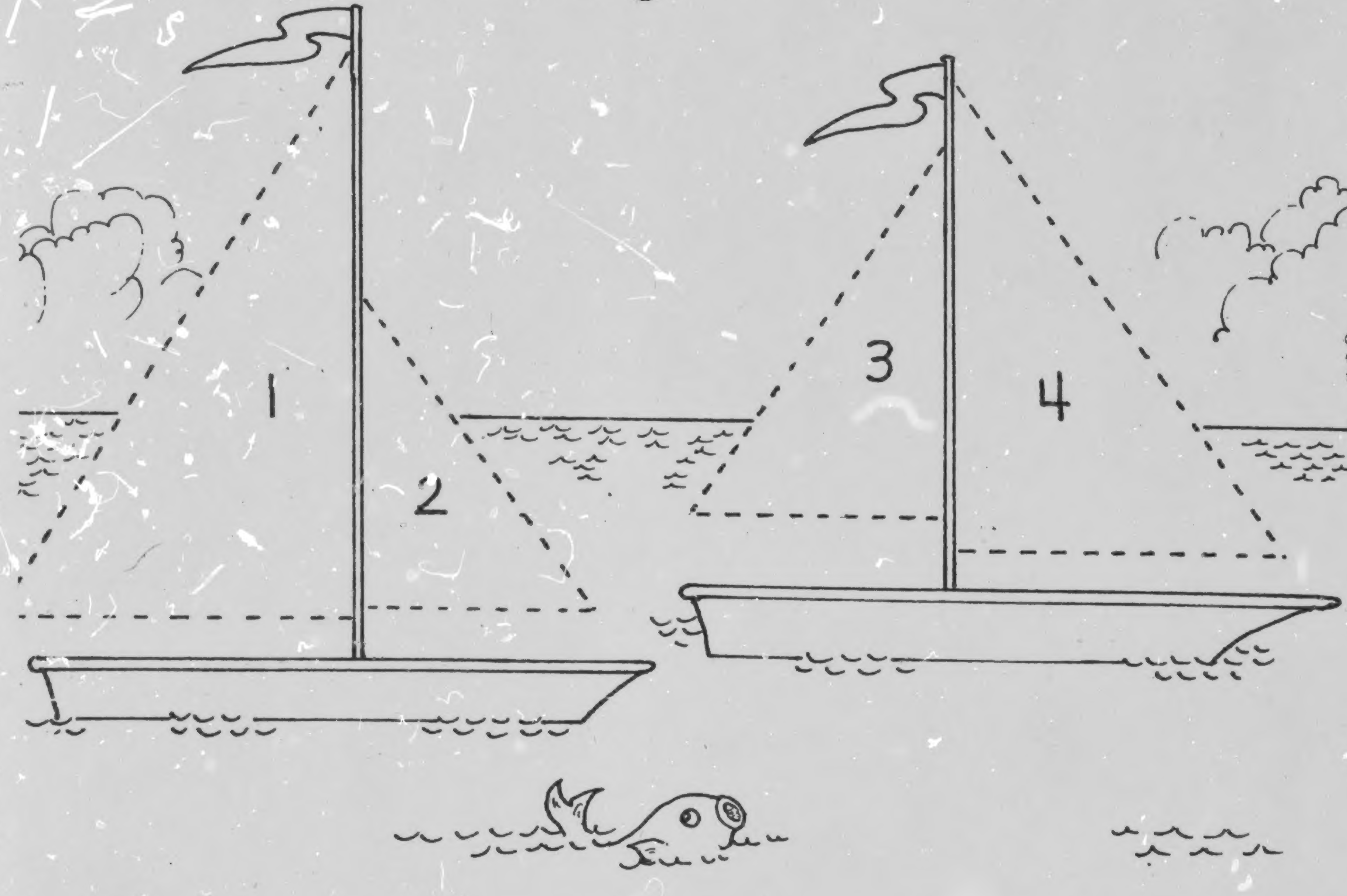

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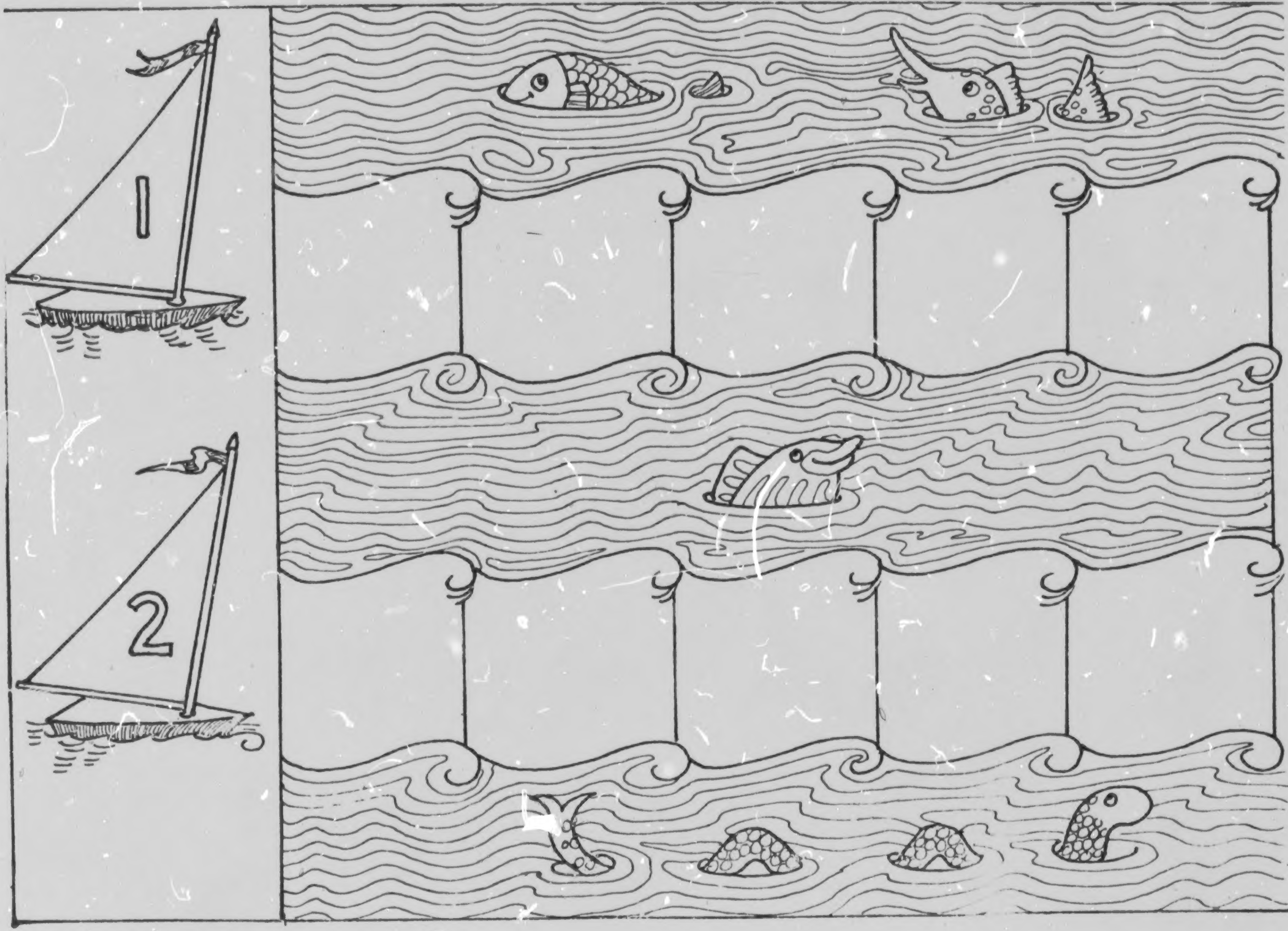

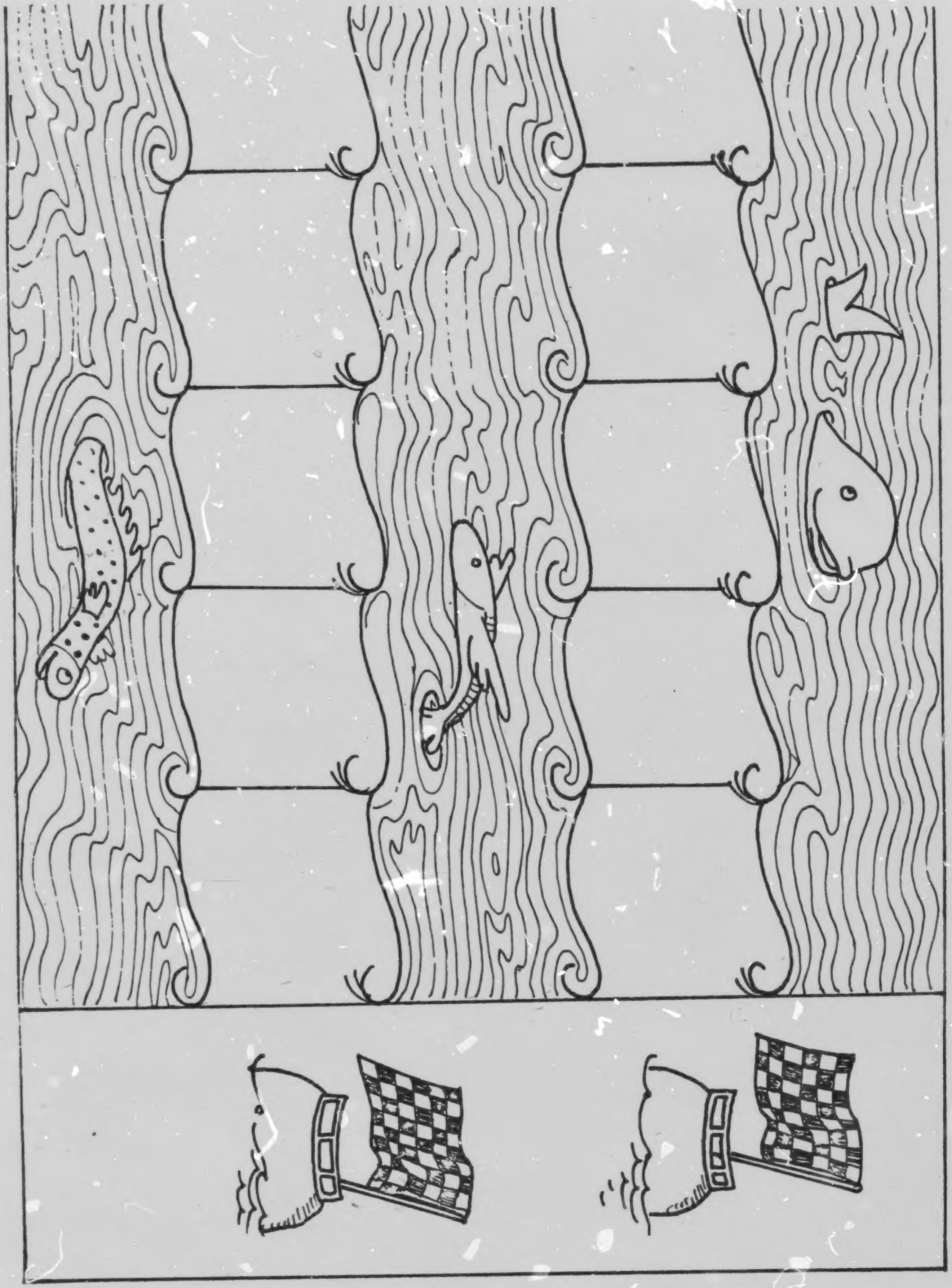

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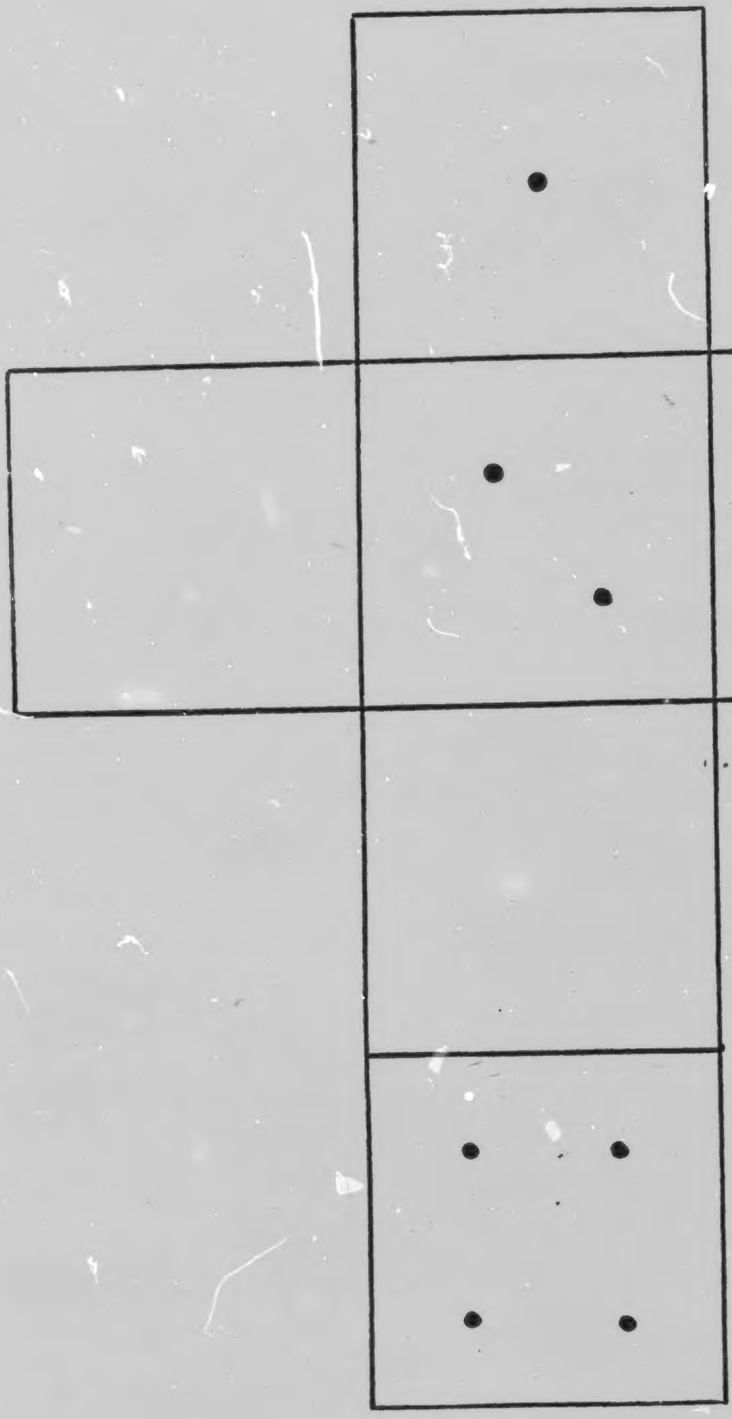
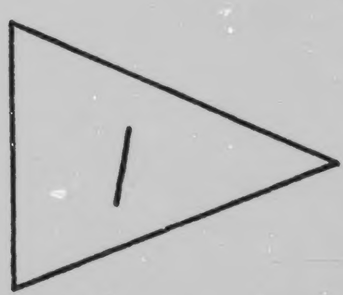
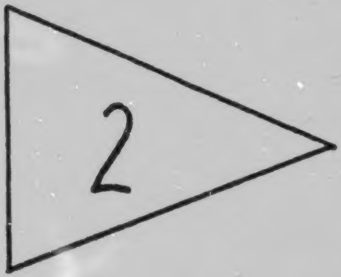
Cut-out Page







HINTS FOR PARENTS

In today's lesson your child met a new color - BLUE
and a new sight word - BOAT.

Here are some suggestions for ways you can help him
practice these and other ideas he is learning:

1. Give him the attached worksheets. Make sure he knows what to do with each page before he starts to work.

2. You can do the same thing to help your child learn the word Boat that you did when he was learning the sight word Bus. Have him draw a picture of a boat; then write the word in large letters under the drawing like this:

Boat

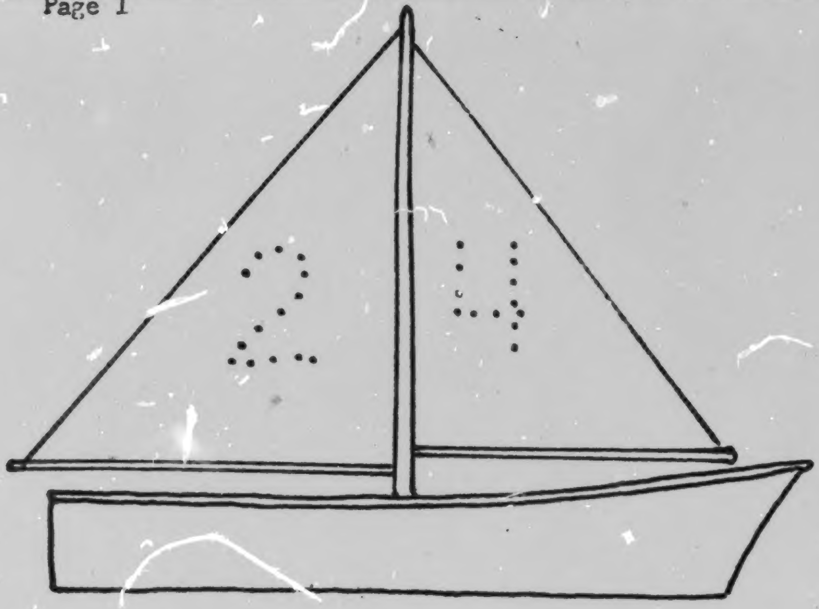
Hang it some place where he can see it often during the day.

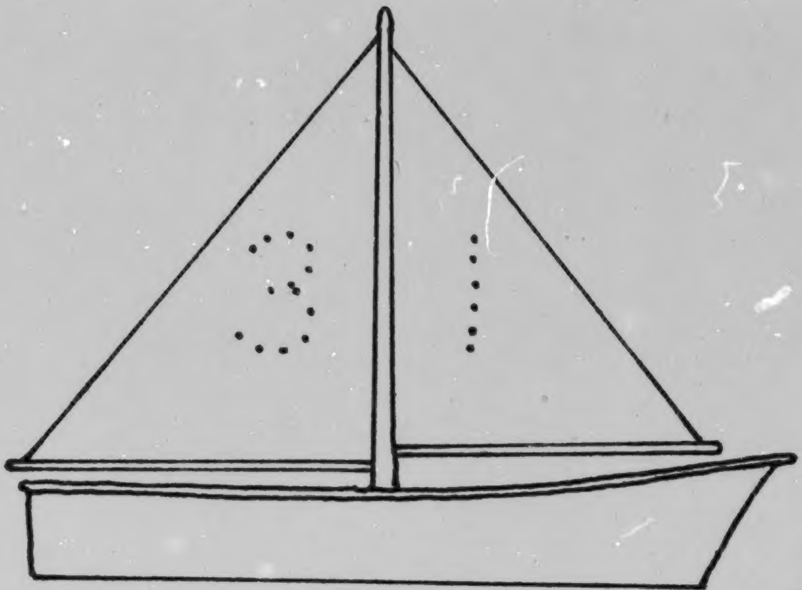
3. A good way to help your child learn the color BLUE is to let him make a blue picture. Give him some old magazines, some paste and a scissors. Tell him to cut out lots of blue things. Point out the many different shades of blue there are. Then show him how to paste the cut-out pictures on a plain sheet of paper. If he spreads the paste on the cut-out pieces, the background paper won't get so sticky. He can paste shapes on top of shapes. He can also add designs with blue crayon, scraps of blue material, buttons or whatever else you have around the house that is blue.

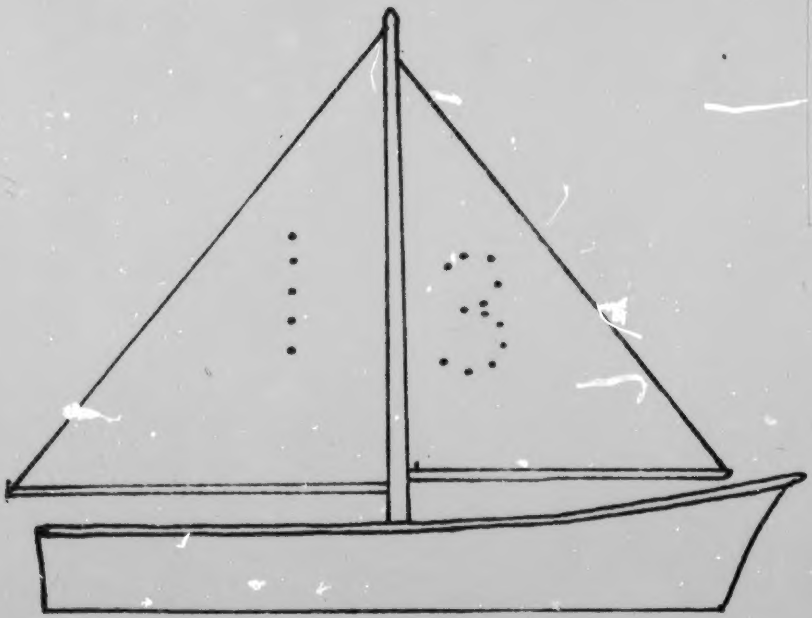
4. Color matching games teach your child more about colors. They also help develop his visual memory. This is another important pre-reading skill, since a good reader needs to be able to remember the way words look.

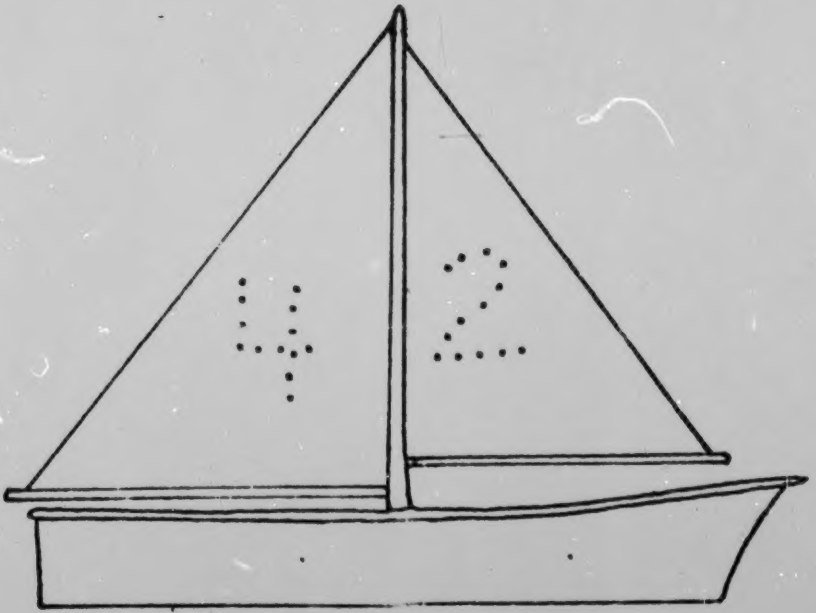
You can make color-matching games for your child out of a variety of materials. If you have leftover balls of yarn, you can cut off 3 or 4-inch strands of lots of different colors. The more colors you use, the more interesting the game will be. You can use colors your child can't name, but don't confuse him by talking about them. Simply show him how to match up each strand with the ball of yarn that's exactly the same color.

He can also match buttons, small pieces of fabric or colored paper. If you want to take a little extra time, you can make a fine matching game using paint samples you can get in any paint store.

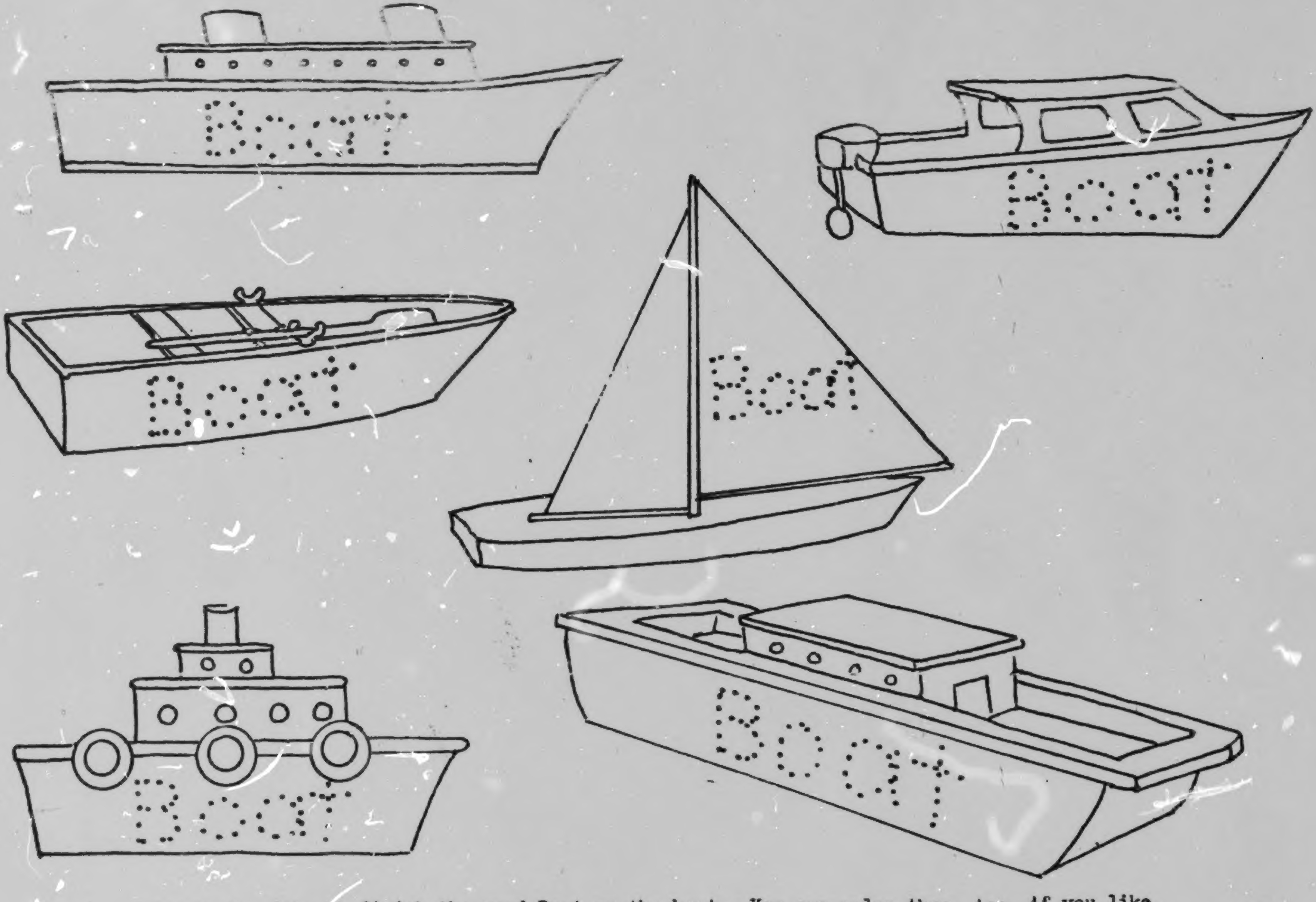








Connect the dots to finish the numbers. Then color all the #1 sails yellow. Color all the #2 sails blue. Color all the number 3 sails red. Color all the #4 sails green.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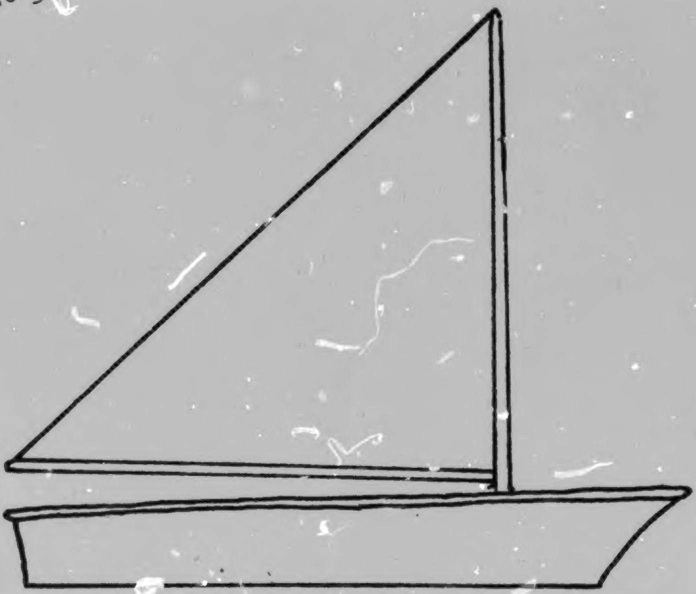
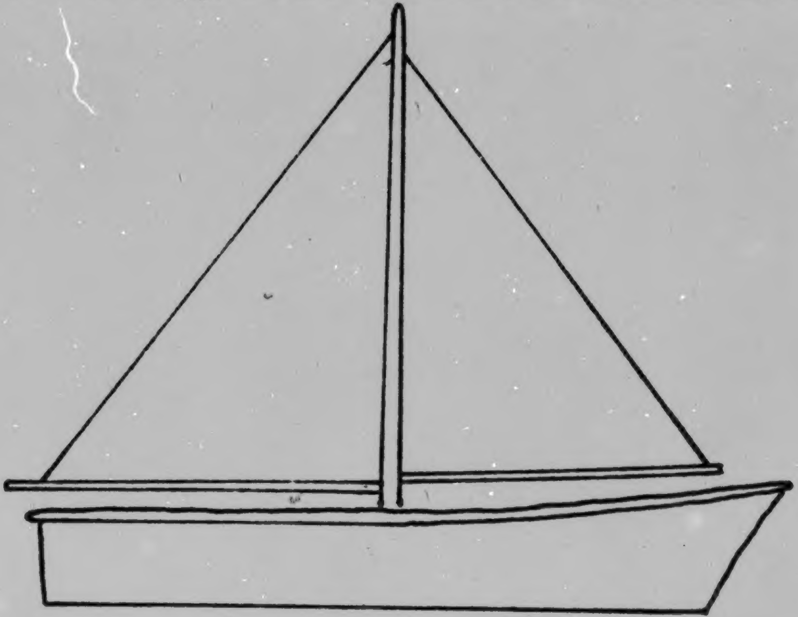
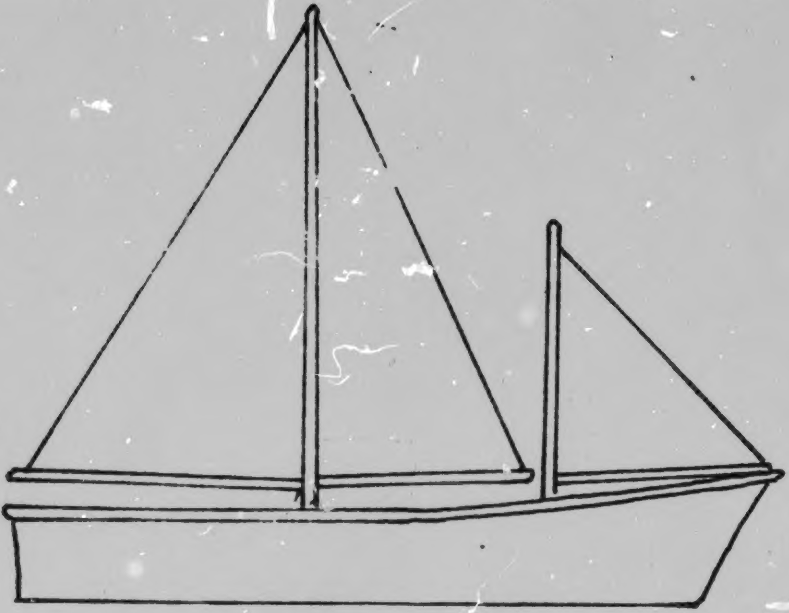
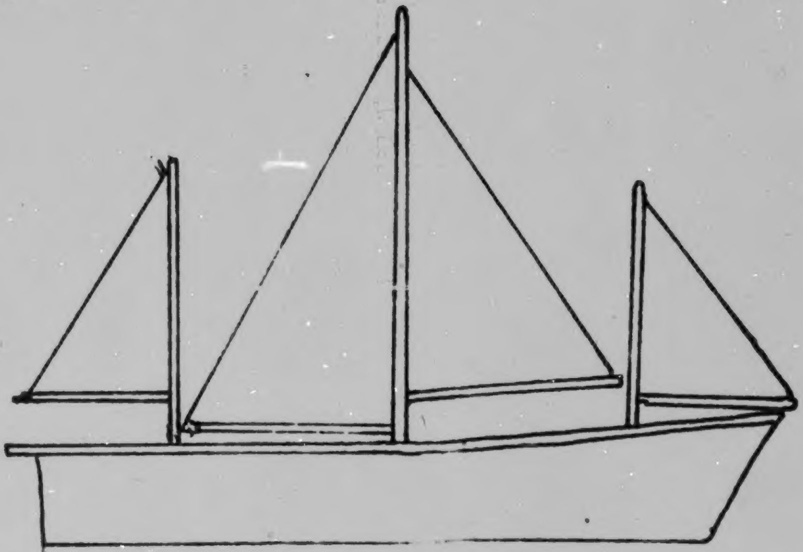
Boat

Connect the dots to finish the word Boat on the boats. You can color them, too, if you like.









Find the boat that has one sail. Write the #1 on it. Find the boat with two sails. Write a 2 on the two sails. Find the boat with three sails. Write a 3 on the three sails. How many sails are on the last boat? Write a 4 on the four sails. Color the boats if you like.

LESSON TWENTY

Instructions

In this lesson your child will learn about over and under. He will also review many of the new ideas he has been learning in the last few lessons.

For the pretend bridge game, place two straight back chairs about eight feet apart and stretch a piece of string between them. Tie it on so that, when the chairs are as far apart as the string will allow, the string is about two feet off the floor. You may need to show your child how to change the height of the string by moving the chairs closer or farther apart. Once he gets the idea, however, he will enjoy doing it by himself.

What This Lesson Does

Introduces the idea of over/under.
Reviews the sight words Bus and Boat.
Reviews the color blue.
Gives your child more practice with the numbers 1 to 4.

Materials You Will Need

3 worksheets
4 crayons (red, blue, green and yellow)
Scissors
Paste or glue
5 toothpicks
A long piece of string (See instructions)

Taping

What a beautiful day it is today!
Let's go fishing. What do you say?
How shall we go? You choose the way.

Get the worksheets out of your folder, (child's name) and find page one. . BEEP. . . Tell me, what do you see?. . (Pause). . Boats and buses. How many boats?. . (Pause). . Two boats. How many buses?. . . Two buses. Point to the boat on the left. What word is on the boat?. . . Boat is right. Put your finger on the letter B the word boat begins with. .

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(Pause). . Good. There are some letters on the other boat too, but someone forgot to finish them. Take your magic marker and finish the letters on the sailboat. . B E E P. . . What word did you make?. . (Pause). . . Boat. Very good, (child's name)!

Now look at the bus on the left. What word is on it?. . (Pause). . Bus is right. Point to the letter B that bus begins with. . (Pause). . Someone forgot to finish the word on the other bus. Take your magic marker and do it now. . B E E P. . . What word did you make that time, (child's name)? . . (Pause). . If you said Bus, you're absolutely right!

If you like, we can take the big bus to go fishing. It goes right by the creek where the catfish are running. Or we could go fishing in one of the boats. You pick the way you'd like to go. Color the picture you picked. . B E E P. . . .

Do you think you could be a fishing boat?. . . Get down from your chair and let's try. . (Long Pause). . Do you see the two chairs tied with string? The string will be a bridge for you to sail under. Come on, fishing boat, bend down and go under the bridge. . (Pause). . Now turn around and go under the bridge again. Sail, fishing boat, back and forth, under the bridge again. . (Pause). . .

Now move the chairs a little closer together. . (Long Pause). . That makes the bridge lower, doesn't it? You'll have to be a little boat this time, if you're going to make it under that bridge. Maybe you'd better crawl. Go ahead, little boat, crawl under the bridge. . (Pause). . Now the other way, back under the bridge again. . (Pause). .

Can you make the bridge still lower? Move the chairs closer together. . (Long Pause). . Goodness, I don't think a boat could get under that bridge. You'll have to be a fish. Lie down on the floor, fish, and swim. . .

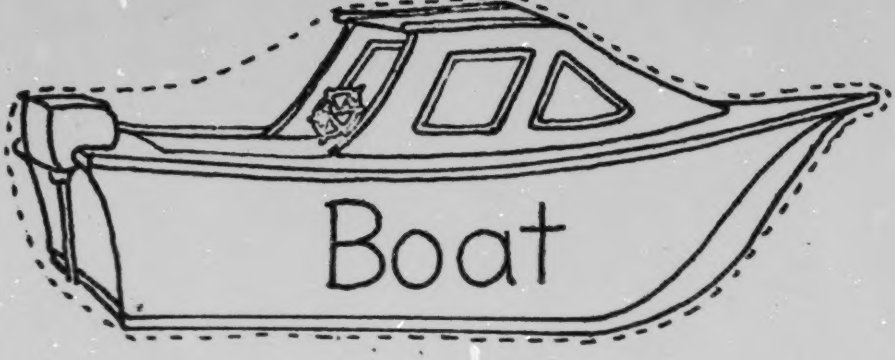
swim. . . under the bridge. . (Pause). . Can you swim back under the bridge again?. . Swim. . . swim. . . Good, (child's name)! Now stand up and be a frog. Frogs can jump very high. Jump over the bridge, frog. . (Pause). . . Now jump back again. . (Pause). .

What would happen if you moved the chairs a little farther apart? Try it. . (Long Pause). . Is the string higher or lower? . . (Pause). . Higher, right. It would take a pretty big frog to jump over that string. Could you do it? Try it. Be a big frog and jump over the string. . (Pause). . Did you make it, (child's name)? Then jump some more, as high as you can, right over the string. . (Pause). . . Jump again, frog. . (Pause). . . One more big jump. . (Pause). . . What a good jumper you are, (child's name)! Now jump back to the tape recorder and sit down. . (Long Pause). .

The string bridge was fun, but now let's make a different kind of bridge. Get page two. . BEEP. . . Now get the toothpicks? . . (Pause). . How many toothpicks are there? Count them. . One. . two. . three. . four. . five toothpicks. Good. The toothpicks will make a bridge to go over the water. Here's how. Get the paste. . (Pause). . Put a little paste along all the dotted lines on the worksheet. If you're not sure how to do it, call me. . BEEP. . . Now take a toothpick. Press it down on the dotted line that makes one side of the bridge. . BEEP. . . Very good. Now press another toothpick down to make the other side of the bridge. . BEEP. . . Press the rest of the toothpicks down to make the top of the bridge. . . BEEP. . . You're a fine bridge-builder, (child's name)! Now let's finish the picture.

You'll need some boats to go under the bridge. Get worksheet one again. . (Pause). . Now get the scissors and cut out the two boats. . BEEP . . . Good! Paste the boats under the bridge. . BEEP. . . The buses will go over the bridge. Cut out the two buses. . BEEP. . . Paste them on the picture, so they're going over the bridge. . BEEP. . . Very nice work, (child's name)! Now get your blue crayon and color the water blue. . BEEP. . . If you like, you can color the rest of the picture, too. . . BEEP. . . .

Now we're going fishing. I bet you can catch a whopper. Get the worksheet that has a number three at the top. . (Pause). . There's a big fish hiding in the picture. Can you find it?. . . Here's what to do. Take your red crayon and color all the number 1 spaces red. BEEP. . . Color all the number 2 spaces green. . BEEP. . . . Color all the number 3 spaces blue. . BEEP. . . . Color all the number 4 spaces yellow. . . BEEP. . . . What did you find, (child's name)?. . (Pause). . . If you found the big fish, you're a great fisherman! Come show me the fish you found. . BEEP. . . .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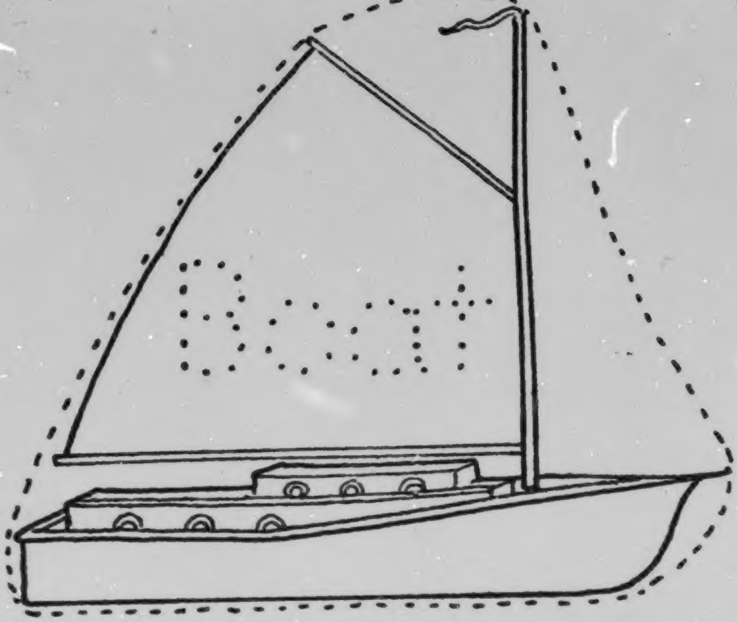
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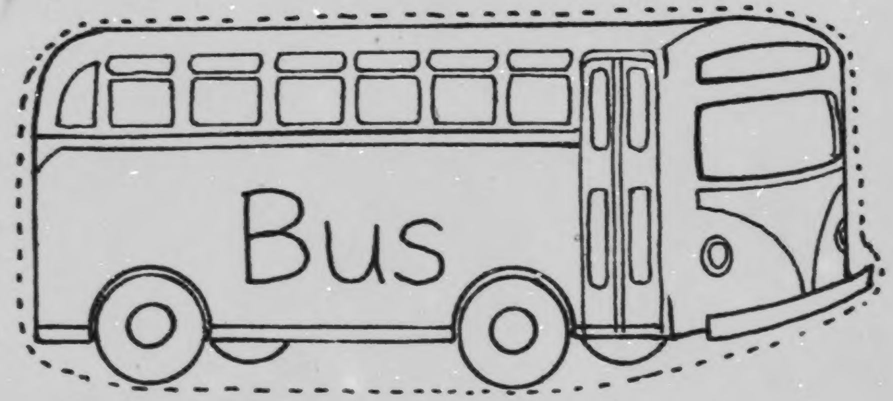
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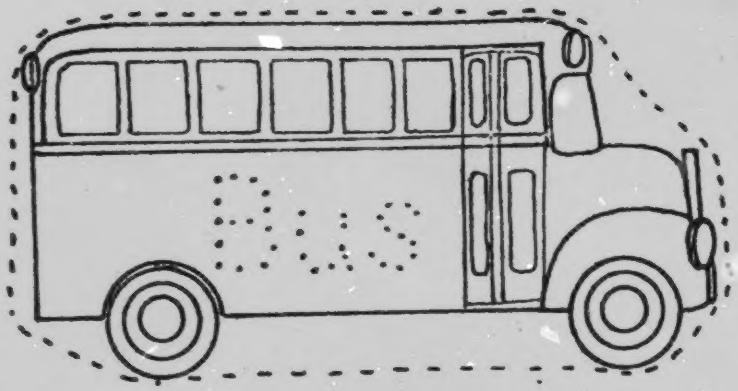
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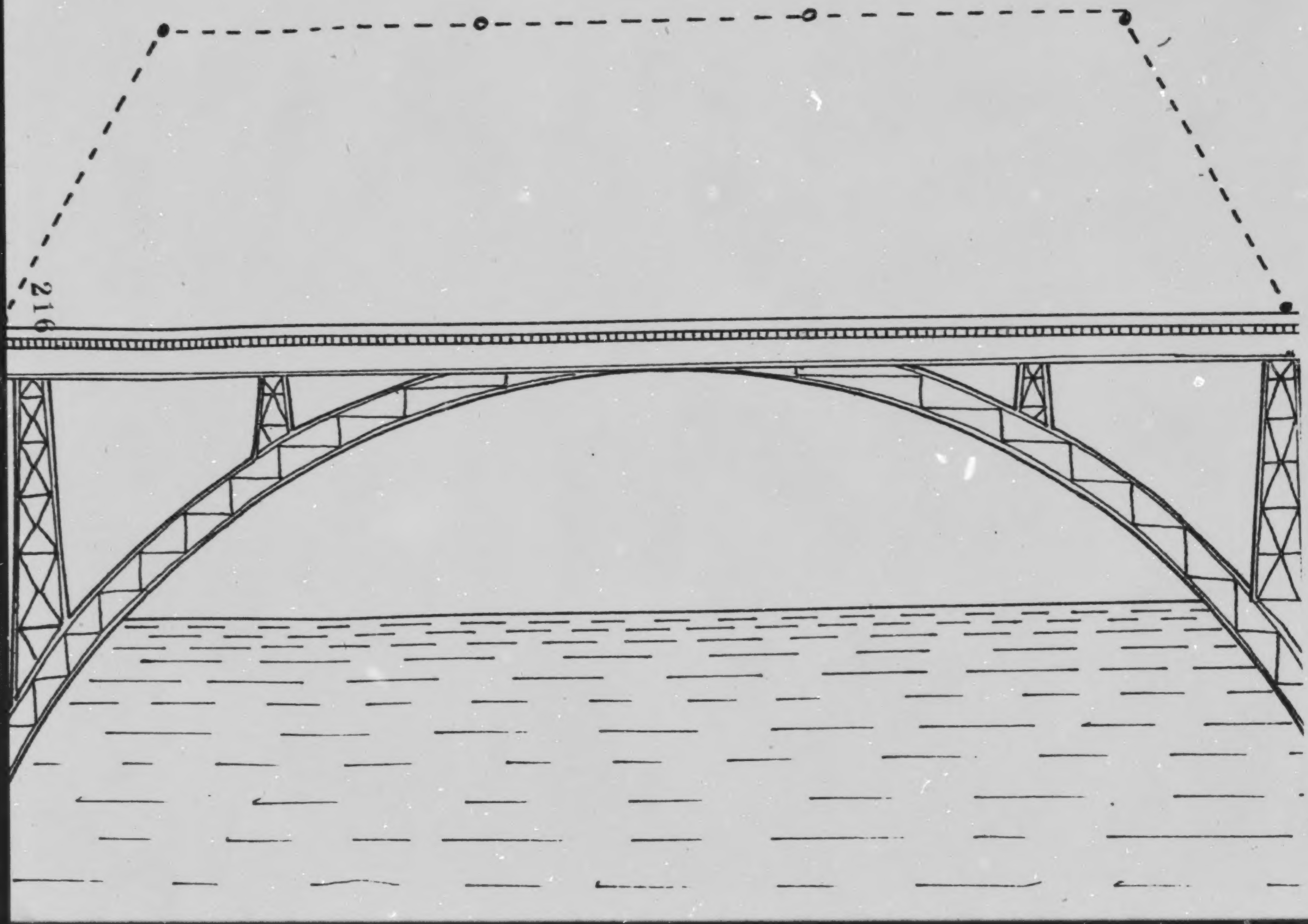

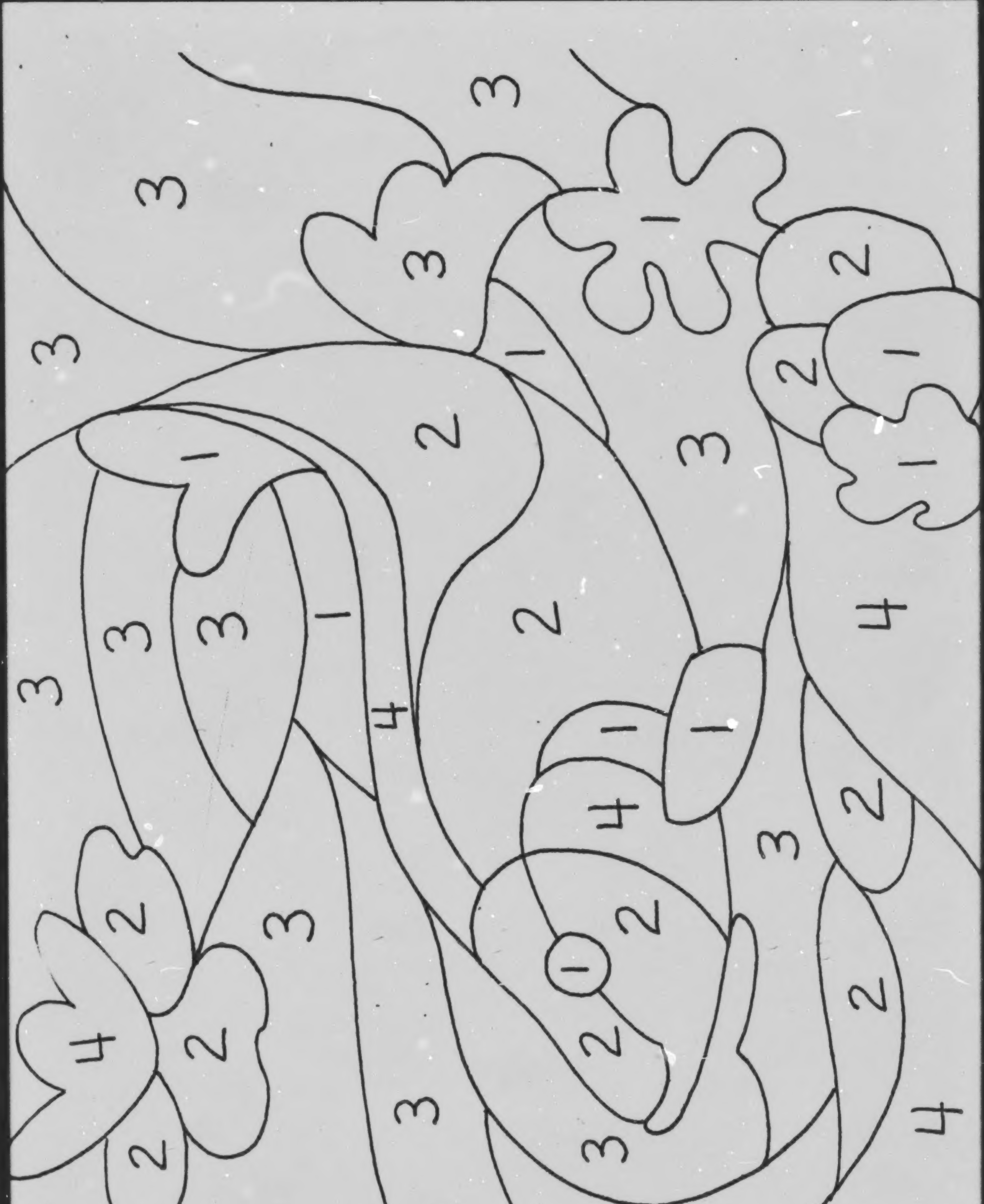
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HINTS FOR PARENTS

Today your child learned about UNDER and OVER.

He also reviewed the numbers and colors he has learned so far.

Here are some more things you can do to give your child practice with the new ideas he is learning:

1. Give him the attached worksheets. Tell him what to do with each one, making sure that he understands the directions clearly before he starts to work.

2. You can help your child learn about OVER and UNDER by playing a kind of London Bridge game with him. Make a bridge using two straight-backed chairs and a long piece of string. Place the chairs 8 to 10 feet apart and tie the string to them, so that it hangs about two feet off the floor.

As you sing the words of the song, London Bridge, have your child move back and forth under and over the "bridge". You can raise or lower the string, simply by moving the chairs closer together or farther apart. The words to the song are simple enough that your child will probably want to join in, once he catches on to the tune.

1. London Bridge is falling down,
Falling down, falling down;
London Bridge is falling down,
My fair lady.

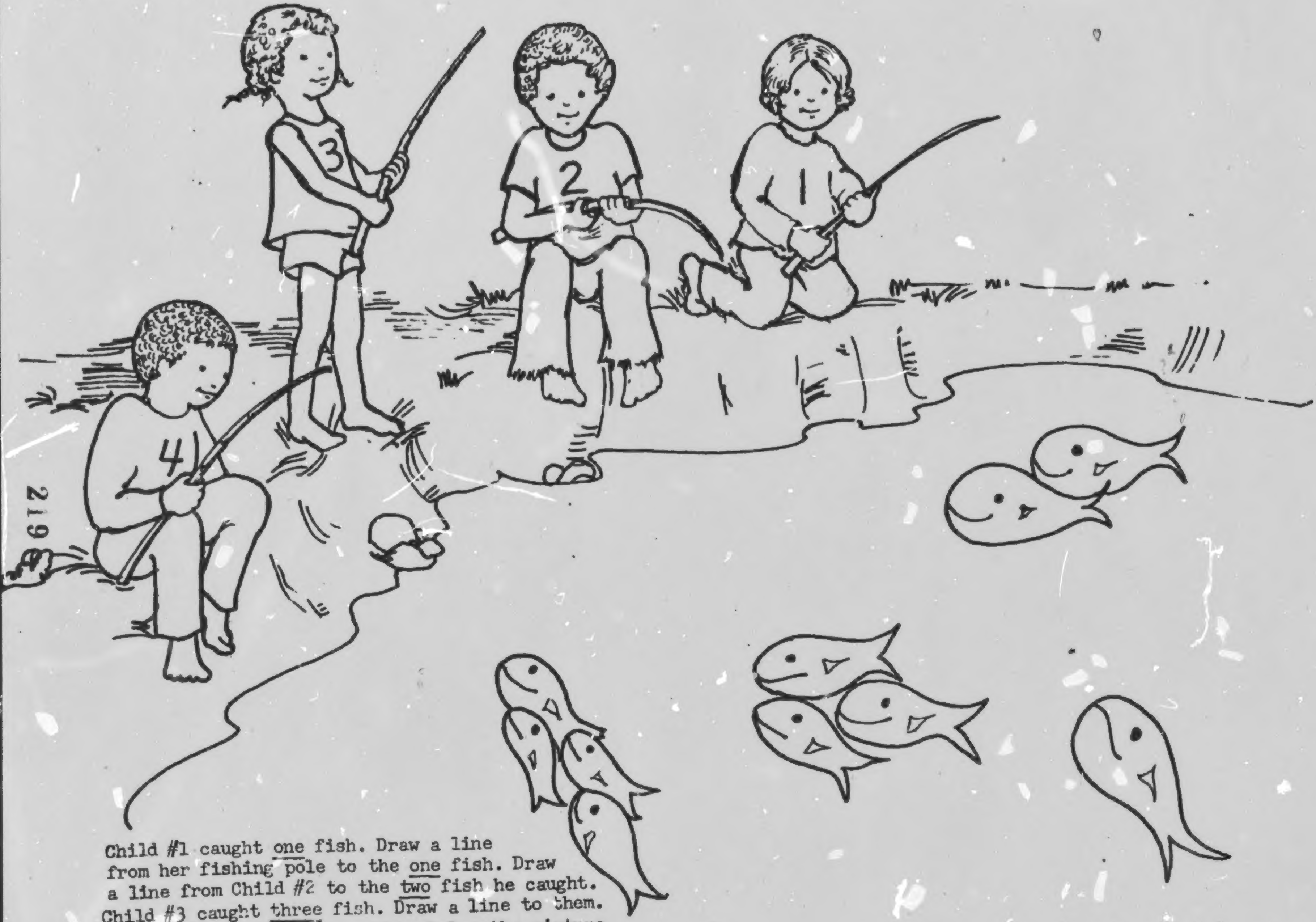
2. Build it up with iron bars,
Iron bars, iron bars;
Build it up with iron bars,
My fair lady.

3. Iron bars will bend and break, etc.

4. Build it up with gold and silver, etc.

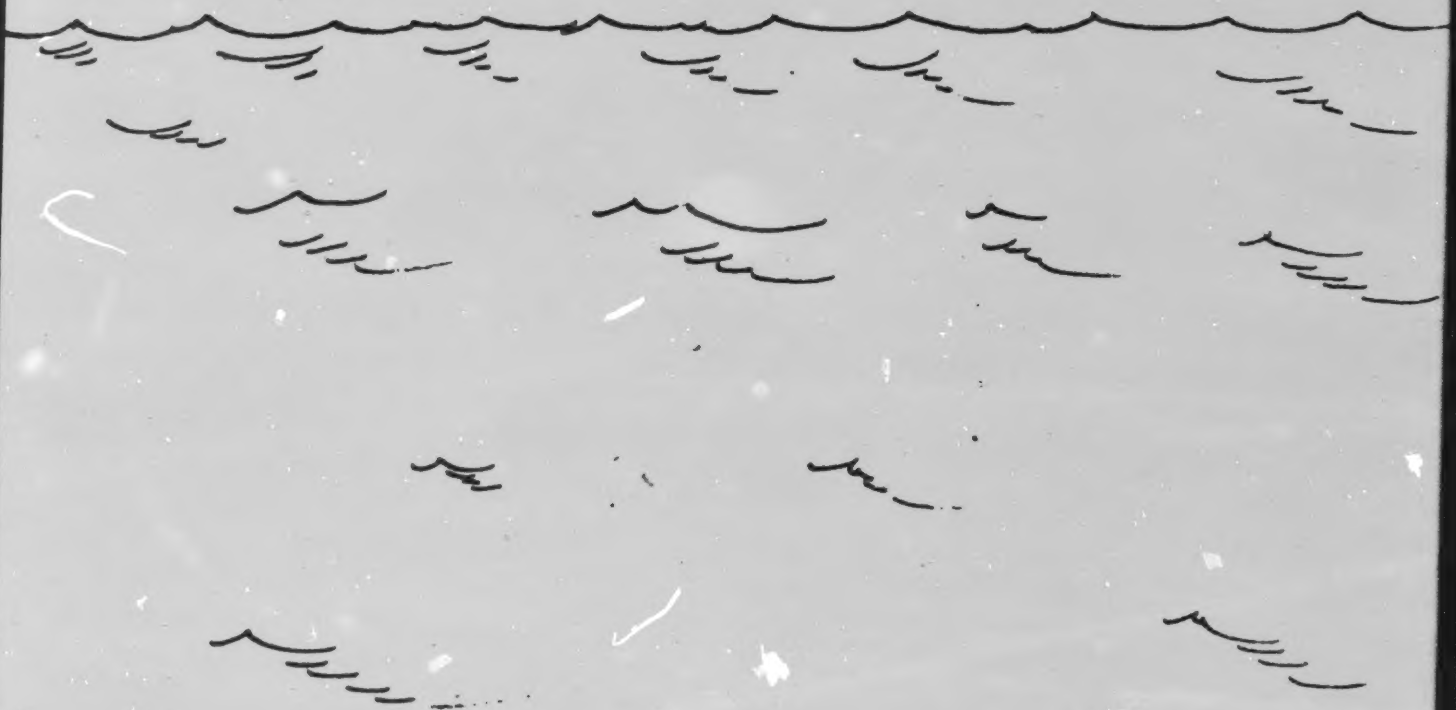
5. Gold and silver will be stolen away, etc.

3. You can make a magnet fishing game for several children to play, that can be used to teach many different things. You will need a small magnet from the hardware store. Attach it to a popsicle stick with a string, so it can be held like a fishing rod. To make a color fishing game, cut out small pieces of different colored paper. Attach a paper clip or pin to each piece so it can be picked up by the magnet. Then decide which color "fish" is the prize. The one who catches the most of that color "fish" wins the game. You can do the same thing with "fish" of different shapes, numbered fish, fish of different sizes, etc.

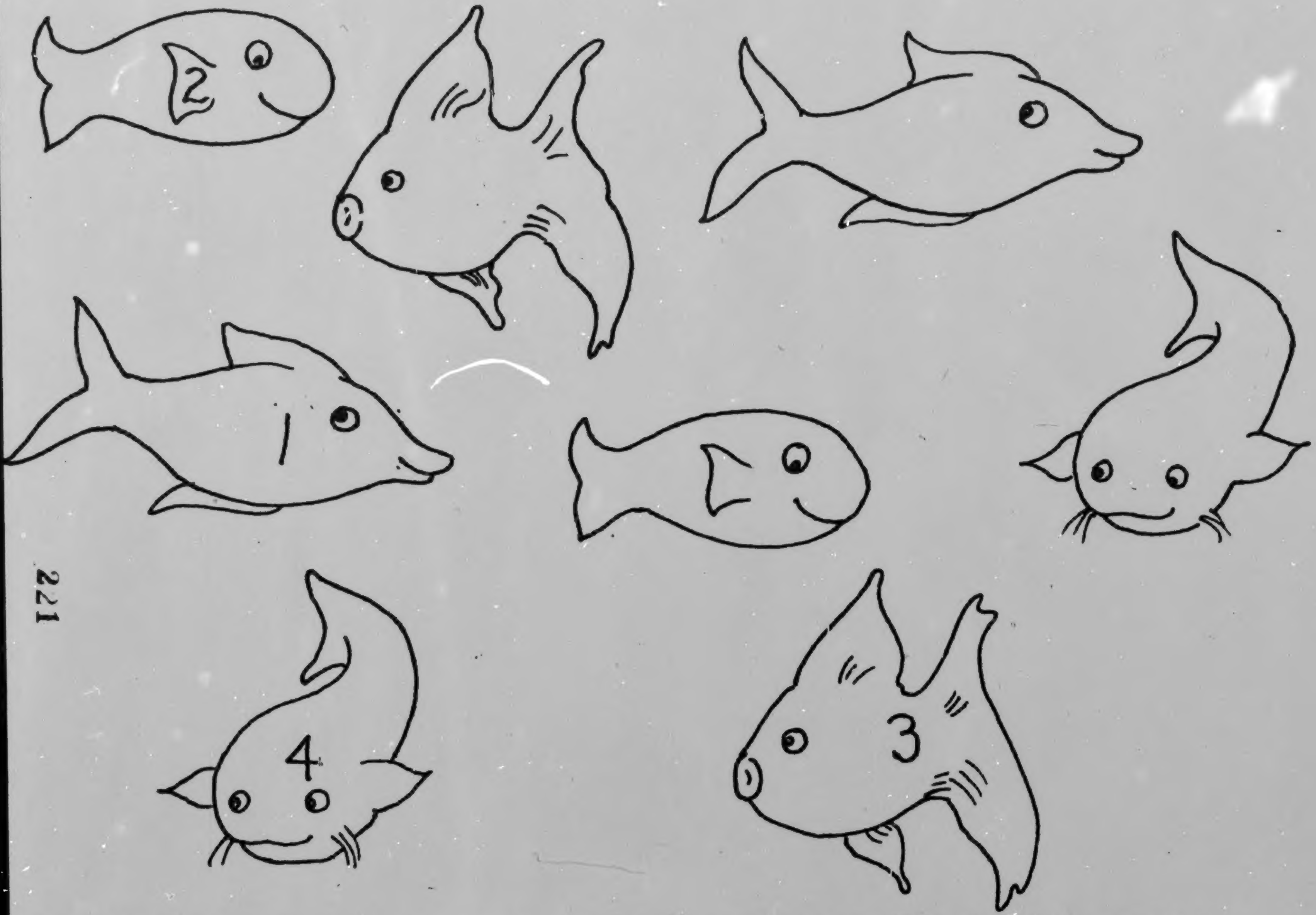


Child #1 caught one fish. Draw a line from her fishing pole to the one fish. Draw a line from Child #2 to the two fish he caught. Child #3 caught three fish. Draw a line to them. Find the fish Child #4 caught. Color the picture if you like.

Supp. 20
Page 2



Finish the picture. Draw three yellow fish under the water. Draw four blue birds flying over the water. Draw one green turtle asleep under the water. Draw some clouds floating over the water. Draw two red butterflies flying over the water. Draw anything else you like in the picture. Can you draw yourself



Color fish #1 red. Find another fish just like the one you colored. Write a #1 in it and color it red, too.
Color fish #2 blue. Find another fish just like it. Write a #2 in it and color it blue.
Color fish #3 yellow. Find another fish just like it. Write a #3 in it and color it yellow.
Color fish #4 green. Find another fish just like it. Write a #4 in it and color it blue.

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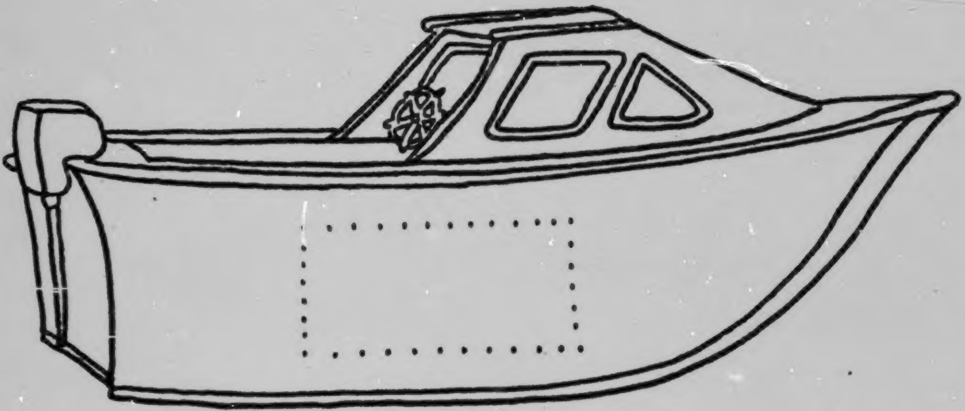
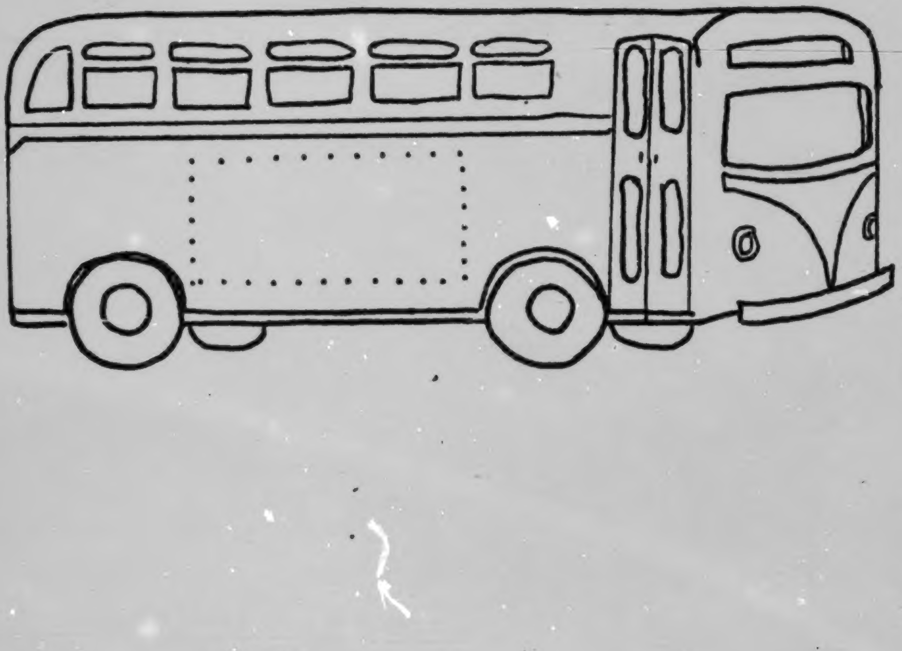
Page 4





Boat

Bus

Cut out the two boxes that have words in them. Paste them on the pictures where they belong.

LESSON TWENTY-ONE

Instructions

In today's lesson your child will take an imaginary trip to Mexico. He will learn a few Spanish phrases, such as the words for Hello, Goodbye, dinner, etc. The approximate English equivalent for the pronunciation of the Spanish words is in parentheses after the Spanish words. It might be a good idea to read over the script before making the tape, so you can say the Spanish phrases without difficulty.

One of the lesson activities is a pretend Mexican meal. Your child will be asked to put beans on the plates pictured on worksheet 3. To get the counting game ready, put 15 pieces of cereal, raisins, tiny marshmallows or small pieces of candy (like M and M's) in a bowl with the rest of the materials for the lesson.

What This Lesson Does

Introduces the color orange.
Reviews the sight word Boat.
Introduces the numeral 5.
Gives your child practice counting from 1 to 10.
Reviews circles and triangles.
Gives him more practice finding things that are alike and different.

Materials You Will Need

3 worksheets
5 crayons (red, orange, yellow, green and blue)
Bowl with 15 pieces of cereal, raisins, tiny marshmallows or other small edible items (See instructions)

Taping

Today we're going to take a trip to a beautiful country that's very far away. It's called Mexico. Can you say Mexico, (child's name)?. . .

How will we get there?. . . Find page one. . B E E P. . . There's the boat we'll go on, a huge boat that's bigger than a block of houses.

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Point to the word on the side. . . Can you read what it says?. . (Pause) . . Boat! Good for you! The boat is called a steamship, and people eat and sleep on it. What shape are the windows?. . . (Pause). . They're circles, right. I see some triangles, too. Do you?. . . . The ship's flags are triangles. How many flags are there? Let's count them. Each time I say a number, you point to a different flag. Ready? One. . . two . . . three. . . four. . . five. . . Five flags that are triangles. Get your crayons and make the flags all different colors. . B E E P. . . .

All the time you were coloring, the steamship was moving. Guess where we are now, (child's name). . . In Mexico! People here speak Spanish. Instead of Hi!, they say Que tal? (kay tahl). Can you say que tal?. . (Pause). . Good!

Mexico is a beautiful country, with mountains and rivers and sandy beaches. There are all kinds of trees in Mexico. You'll see some on page two. Get it out now. . (Pause). . There are some trees that look just alike. Count the trees that look alike. . (Pause). . Did you count four trees that are alike?. . . Very good. One tree is different. Point to the different tree. . (Pause). . That's a palm tree. Color it green. . B E E P. . . .

Now look at the shells lying on the beach. How many shells are there?. . One. . two. . three. . four. . five shells is right. Count the shells that look alike. . (Pause). . How many did you find?. . (Pause) . . Four shells are alike and one shell is different. Color the shell that's different yellow. . B E E P. . .

It's suppertime now in Mexico. The table is set and everyone is ready to eat. Get page three and you'll see the table. . (Pause). . . How many plates are on the table? Count them. . (Pause). . Did you say five plates? That means five people are going to eat. Everyone's going to have some frijoles (free hoe lace) for supper. That's the Spanish word for beans. Would you give everyone some frijoles? Get the bowl I put with your things. . (Pause). . Pretend the pieces of cereal (or whatever you're using) are beans. Now look at the worksheet again. Find the plate with a one on it. That's where sister Teresa sits. She's a little girl and doesn't eat many frijoles. Just put one bean on plate number one. . (Pause). . Plate number two is for Teresa's brother, Pedro. Put two beans on plate number two. . (Pause). . Plate number three is Mama's plate. How many beans will you give Mama?. . (Pause). . Three is right. Put three beans on plate number three. . (Pause). . Papa sits at plate number four. Point to Papa's plate. . Put four beans on plate number four. . (Pause). . There's one plate left. What number is on the last plate?. . (Pause). . It's a five. Who do you think plate number five is for?. . (Pause). . It's for you, (child's name). How many beans are left in the bowl?. . (Pause). . If there are five beans left, you did some very good counting. Put the five beans on plate number five. . (Pause). .

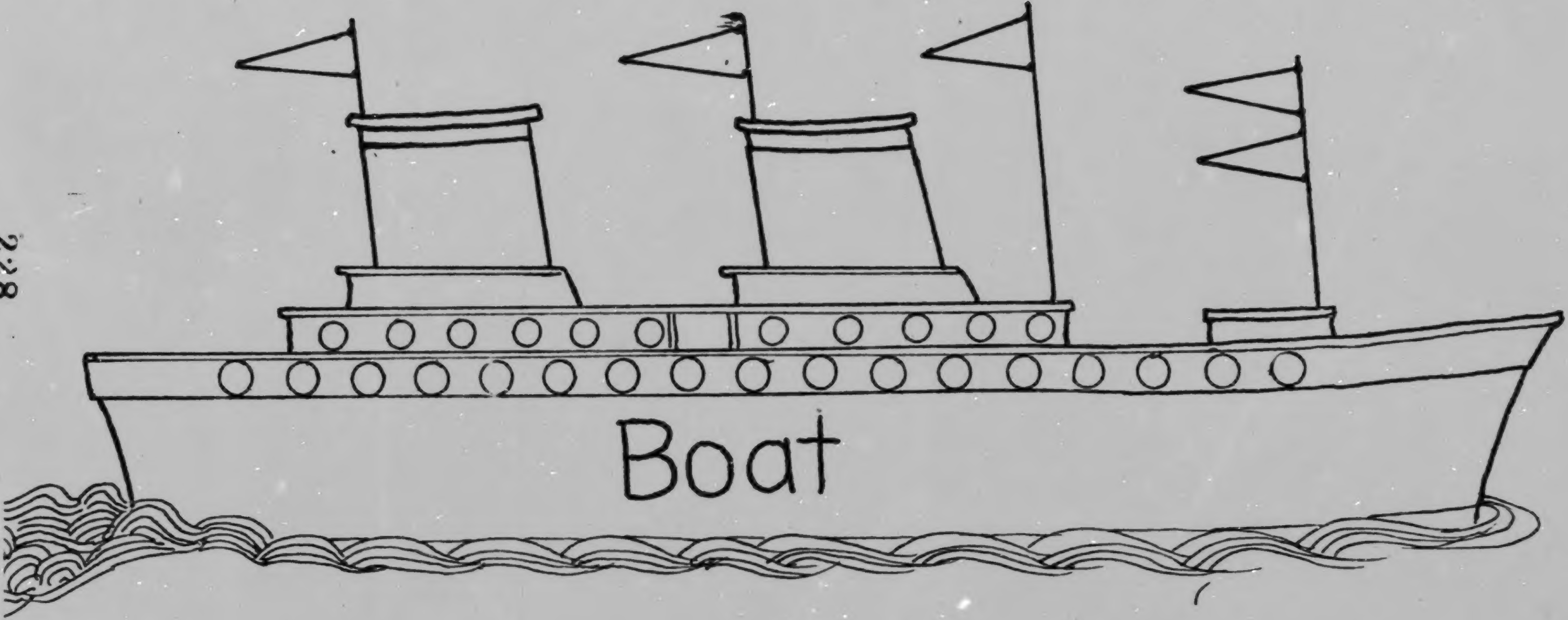
Now it's time to eat! Do you remember which is your plate? How many beans are on it?. . (Pause). . Five is right. Eat two of them. . (~~Pause~~ BEEP). . Now how many beans are left on your plate?. . (Pause). . Did you say three?. . . Good. Eat the three that are left. . (~~Long~~ BEEP ~~Pause~~). . Papa's plate has four beans on it. Point to Papa's plate. . . Pretend you're Papa and eat two of his beans. . (~~Pause~~ BEEP). . Now how many beans are left on plate number four?. . (Pause). . Two. Eat Papa's two last beans. . (~~Long-Pause~~ BEEP). . You gave Mama three beans. Which is Mama's plate?. . . If you like, you can eat Mama's three beans too. . B E E P. . Let's see. You ate your five beans, Papa's four beans and Mama's three beans. That means there are two plates left. Eat Sister Teresa's one bean . . (~~Pause~~ BEEP). . Pedro's plate is left. How many beans are on it. . (Pause). . Two, and they're for you if you want them. . (~~Long Pause~~ BEEP). .

Are you full of frijoles, (child's name)?. . . I bet you are! Now it's time for some fun. Mexican children love to watch jumping beans jump up and down. Do you know what makes the beans jump?. . . There's a little caterpillar inside each one. When the caterpillar wiggles inside the bean, he moves his house a little at a time. And that makes the bean jump. Can *you* be a jumping bean, (child's name)?. . . Here's how. When I say *one*, jump a very little jump. First get down from the tape recorder. . . (Long Pause). . Now get ready. . . (Pause). . and Jump *one*. . (Pause). . Did you jump a very little jump?. . . Good. Now try *two* jumps - one very little jump and one a tiny bit higher. Try it. Jump *one*. . . jump *two*. . . Now I'm going to say *three* jumps. Start with a tiny jump, then one a little higher, then jump number three should be a little higher still. Are you ready?. . . Then jump *one*. . (Pause). . Jump *two*. . (Pause). . . Jump *three*. . (Pause). . Very good, (child's name). Now let's try *four* jumps. Don't forget to start with a little jump and jump higher each time. Ready?. . . Jump *one*. . (Pause). . Jump *two*. . (Pause). . Jump *three*. . (Pause). . Jump *four*. . (Pause). . Did you jump *high* on four, jumping bean?. . . Do you think you can do *five* jumps this time?. . Let's try. Jump *one*. . (Pause). . Jump *two*. . (Pause). . Jump *three*. . (Pause). . Jump *four*. . (Pause). . Jump *five*. . (Pause). . Good jumping, (child's name)! Let's play the game one more time. This time see if you can jump *ten* jumps. Start with a tiny little jump and go higher and higher until you're almost up to the ceiling. Are you ready? Here we go. . . Jump *one*. . . (Pause). . Jump *two*. . (Pause). . Jump *three*. . (Pause). . Jump *four* . . (Pause). . Jump *five*. . (Pause). . Jump *six*. . (Pause). . Jump *seven*. . . (Pause). . Jump *eight*. . (Pause). . Jump *nine*. . (Pause). . Jump *ten*. . (Pause). . Jumping Jiminy, (child's name)! You jumped like a giant jumping bean! You must be tired by now, so go back to the tape recorder and catch your breath for a minute. . B E E P. . .

Are you feeling rested from all that jumping?. . . Good, and you're just in time for dessert. Mexican children like to eat dessert, too. Today they're having the oranges Mama picked from the big orange tree out in back. Do you know what color oranges are?. . (Pause) . . They're orange. Get your new orange crayon. . (Pause). . Now draw a nice round orange on everybody's plate. . B E E P. . .

When you're finished, come show me the oranges you drew. And now it's time to say Hasta la vista (ah-sta la vis-ta). In Spanish that says "See you later". B E E P. . . . .

XXI - 1



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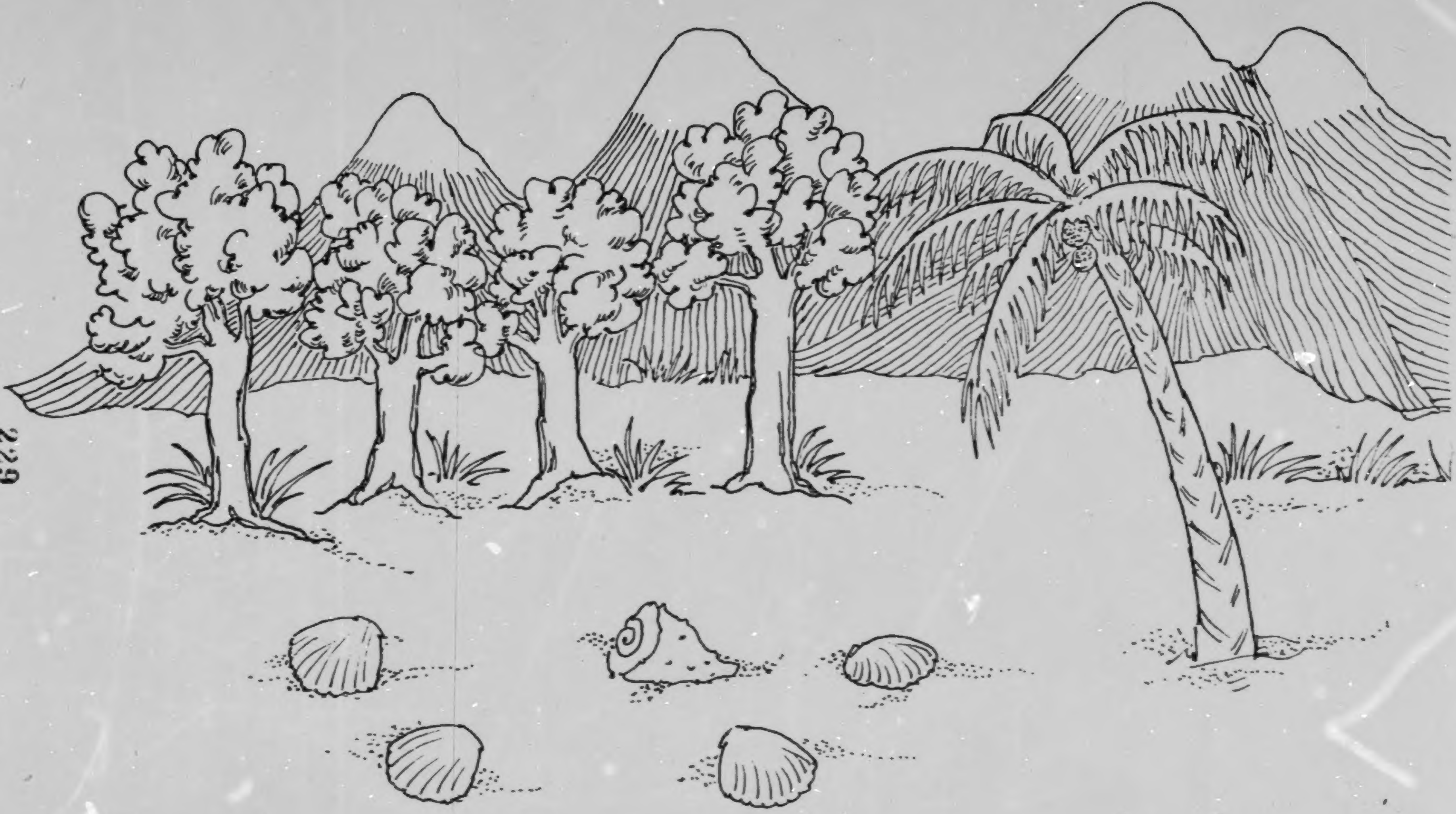

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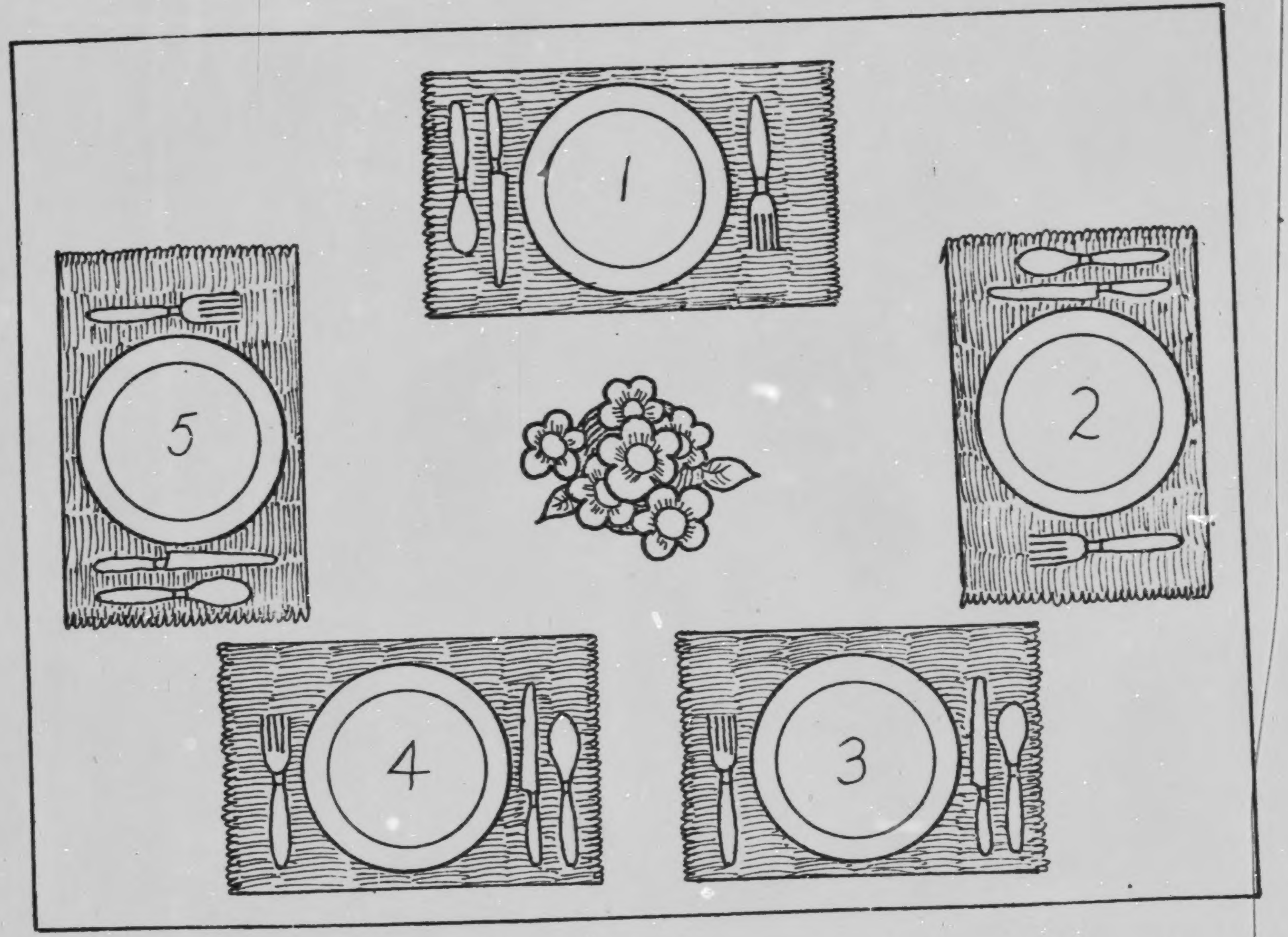


HINTS FOR PARENTS

In today's lesson your child took an imaginary trip to Mexico.
He learned a new color - ORANGE and a new number - 5.
He also reviewed shapes, colors, numbers and the idea of
ALIKE and DIFFERENT.

More Ways You Can Help Your Child Learn

1. Give him the attached worksheets.

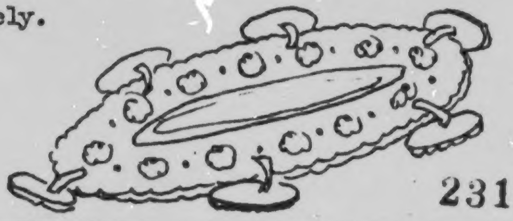
2. It is important for your child to learn to look at things closely, to tell if objects are alike or different. Think how much alike some of the letters in the alphabet look and you will see why this is important.

You can make an easy game to teach your child to match things that are alike. You probably have some scraps of material around the house. Get together four or five different kinds of fabric and cut each kind into five or six small pieces. Put the pieces in a box or bowl, keeping out one piece of each.

When your child is ready, spread out a sample of each of the fabrics. Ask him to take the remaining pieces out of the container one at a time and lay them on top of the fabric it matches. Use the words alike and different when you're explaining the game. Show him how he is separating the pieces of material that are alike from those that are different.

3. Your child might enjoy making a Mexican tambourine. You will need two paper plates, 10 or 12 bottle caps, string, paste, a hammer and nail and crayons.

Ask him to draw designs on the paper plates. Flatten the bottle caps with the hammer and remove the corks. Puncture a hole in the middle of each cap with a nail. Paste the two plates together around the edges. Then make six holes in the rims of the plates. Insert the string through two bottle caps, attaching them through the holes in the plates, as in the illustration. Leave enough string so that the bottle caps can jingle freely.



4. Here is a Mexican folk tale you can read to your child. After you have read it, he may want to make pictures to illustrate the story. Give him a few ideas to get him started; then let him work alone as long as he likes.

The Cat and the Tiger

A long time ago all the animals of the world could talk to one another. Even the monkeys and the turtles could understand each other. At that time, the cat and the tiger looked very much as they do today. The cat was small and the tiger was big; both were very strong and had sharp, big teeth.

The cat had learned how to use his big muscles and his sharp teeth. He had no trouble getting food. The tiger, on the other hand, was thin and hungry. He could not seem to learn how to use his muscles or his teeth very well.

One day the tiger went to the cat and said, "Please, friend cat, help me. We look alike. But even though I am bigger, you are a much better hunter. Would you teach me some of your tricks?"

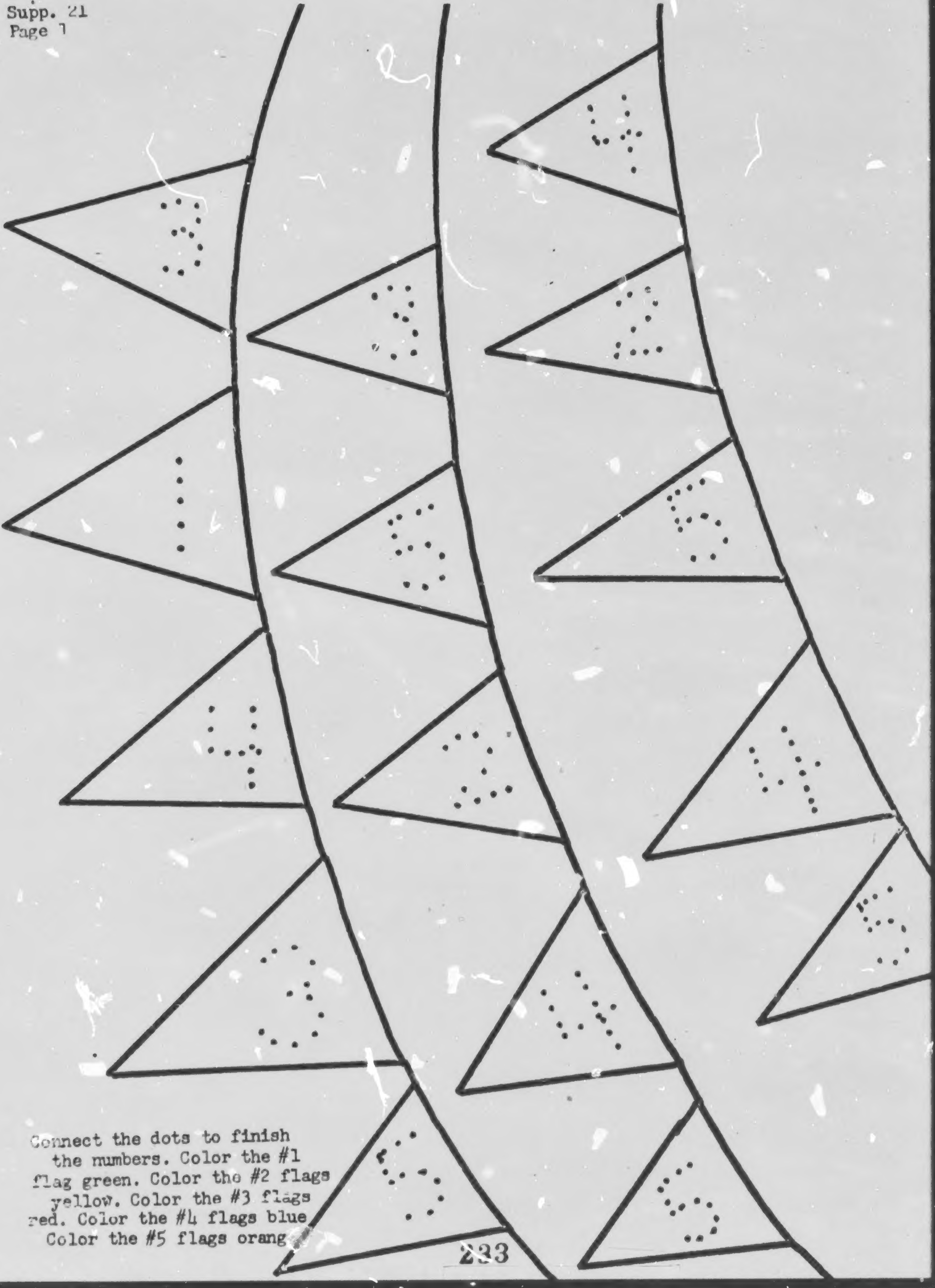
The cat thought a minute and then said, "Yes, friend tiger, I will teach you how to be a good hunter. But you must promise to work hard and to practice every day." Of course the tiger agreed and every day the cat showed the tiger his tricks. He taught the tiger to creep up behind something without making a sound. Then he taught him how to bite and to claw. They climbed trees and the cat showed the tiger how to hide on a branch without making a sound. The last lesson was jumping. Day after day they practiced jumping, first sideways, then forward; forward and then to the side.

Finally the day came when the cat said, "Friend tiger, you have been a good student. You have worked hard and now you know all my tricks. I can teach you no more."

The tiger was surprised. He thought quickly. All that the cat said was true. Now that he knew everything the cat knew, he didn't need him any more. He might as well eat him up. Fast as lightning, the tiger jumped on top of the cat. But the cat, with the same speed, jumped back. The tiger landed with an awful thud - flat on the ground! He cried out: "You didn't teach me how to jump backwards!"

"That's right," said the cat, laughing "I didn't and I wouldn't! If I had, I would be dead right now. I know you as well as I know myself."

From that day on, these two animals have hunted for their food in the same way - but the tiger has never, never learned to jump backwards.



Connect the dots to finish the numbers. Color the #1 flag green. Color the #2 flags yellow. Color the #3 flags red. Color the #4 flags blue. Color the #5 flags orange.

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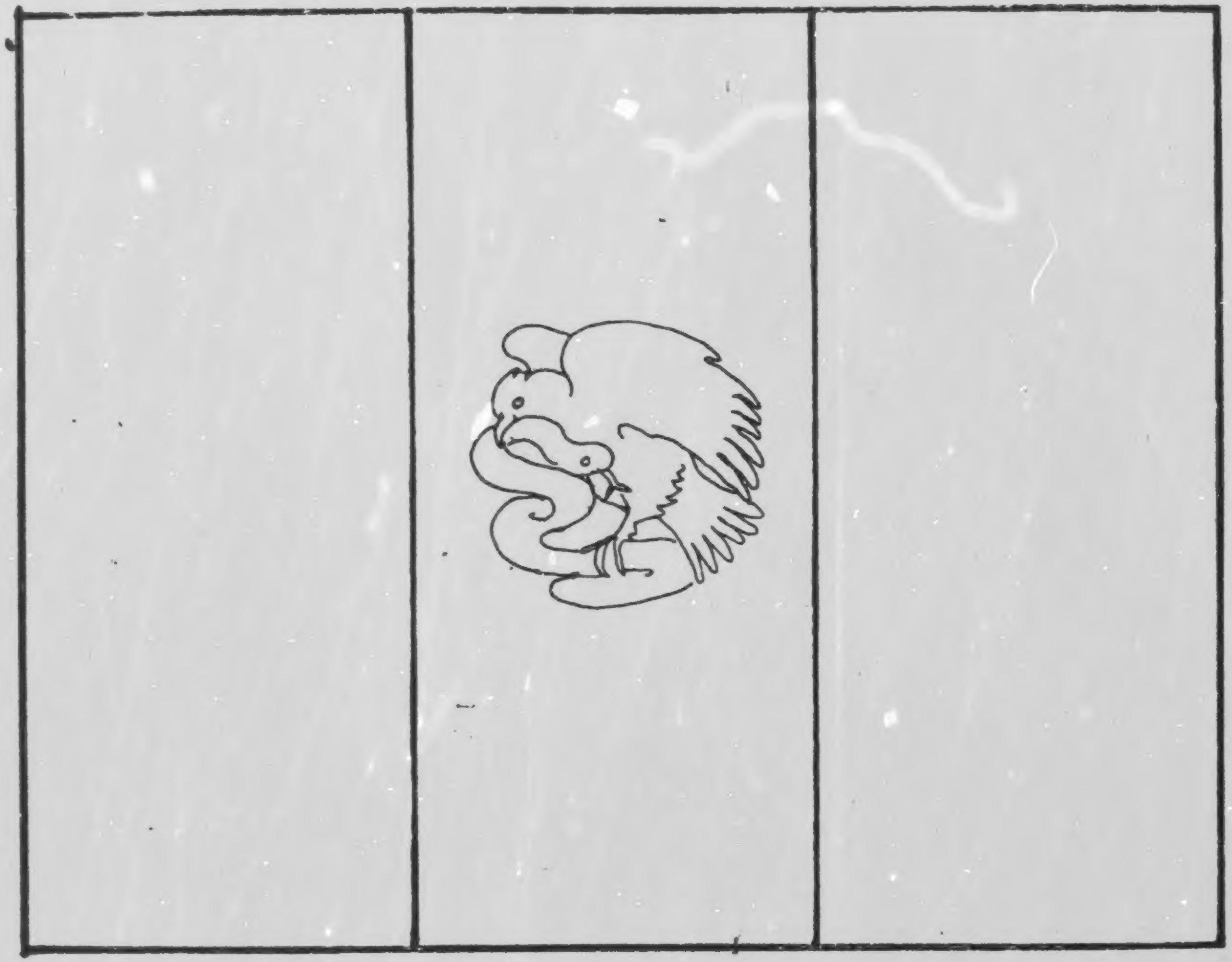
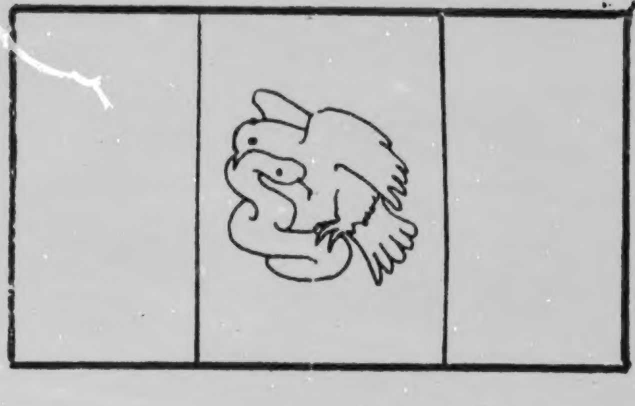


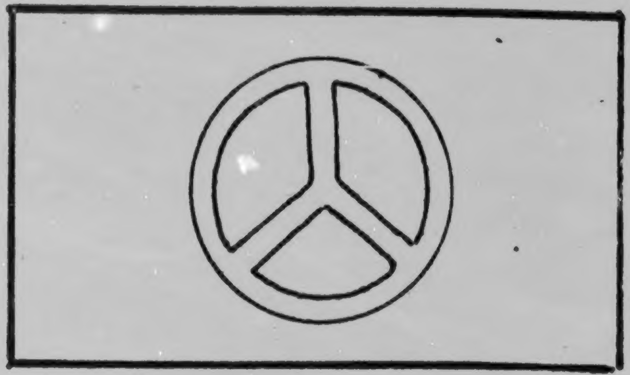
FLAG OF MEXICO

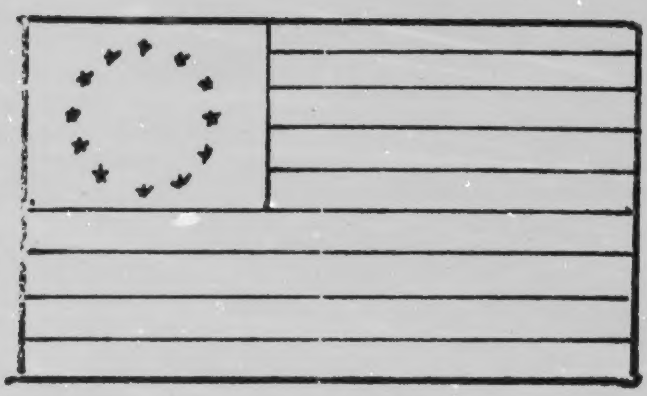
Color this stripe green.

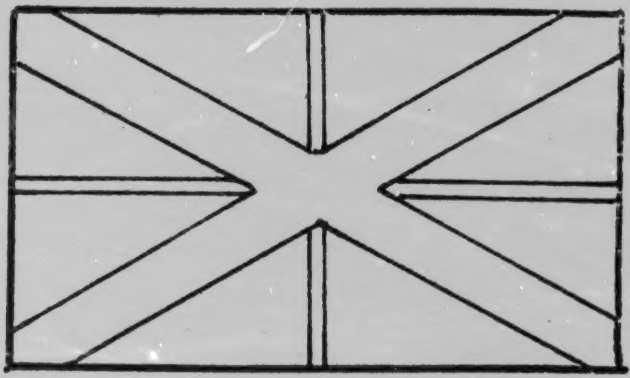
Color the eagle yellow.
Color the snake green.

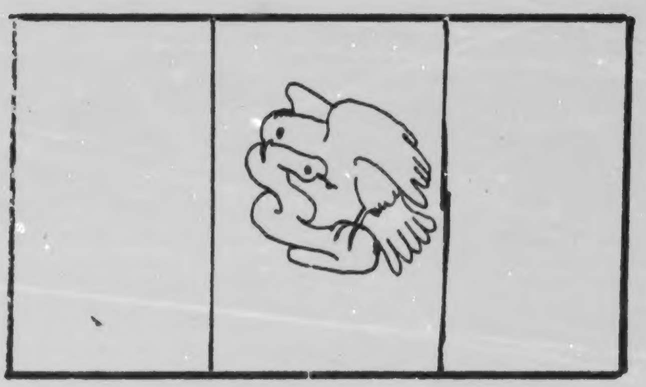
Color this stripe red.

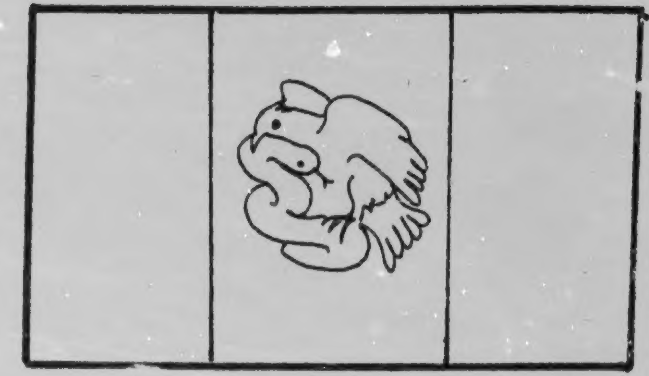


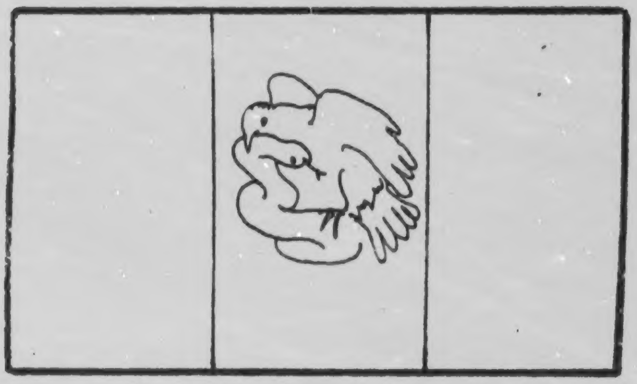


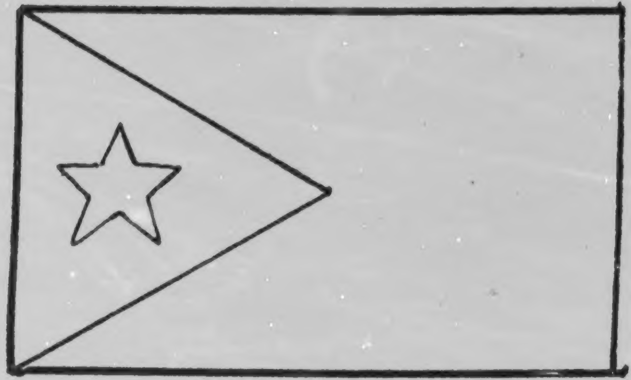




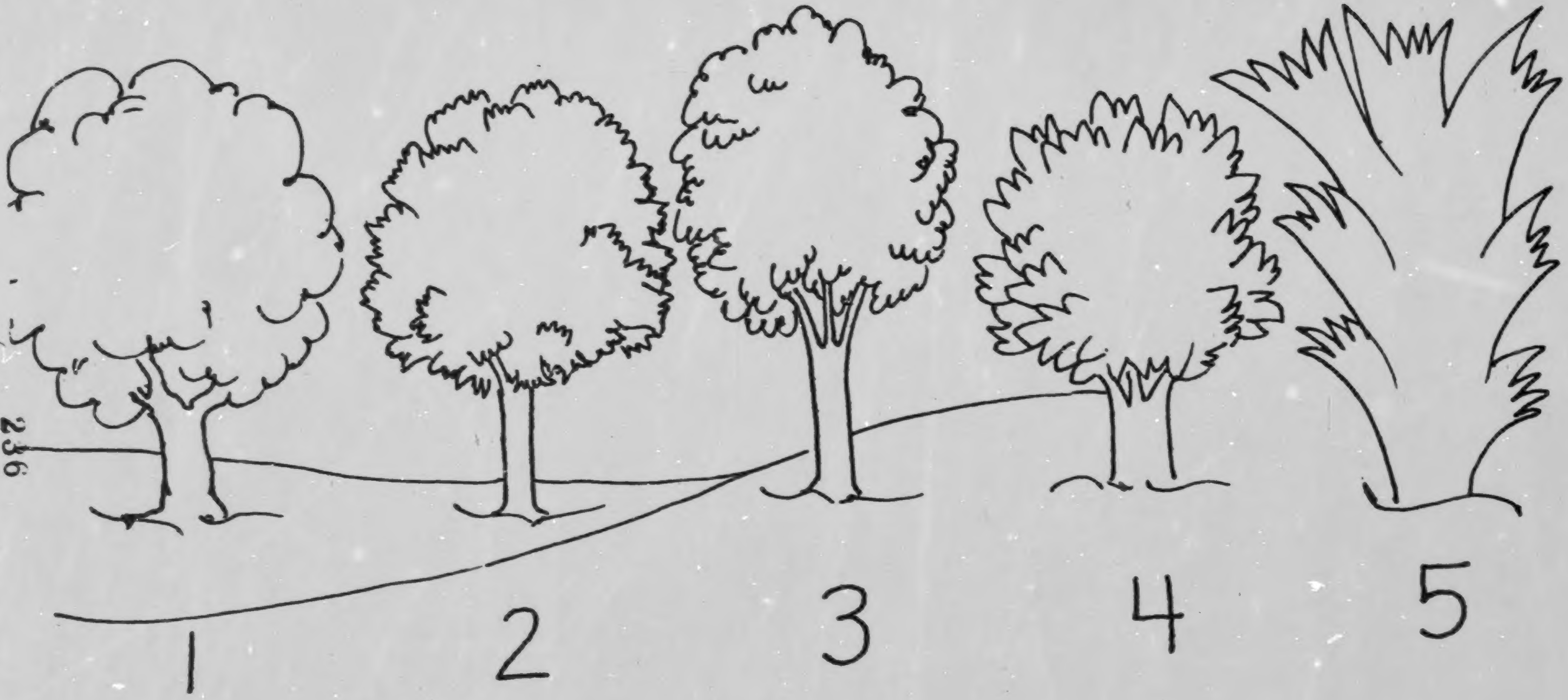








How many Mexican flags can you find like the big one on page two? Color them the colors of the flag of Mexico. If you like, you can color the rest of the flags, too.



Draw 1 red apple in tree #1. Draw two oranges in tree #2. Draw three yellow lemons in tree #3. Draw four green limes in tree #4. Draw 5 yellow bananas in tree #5.

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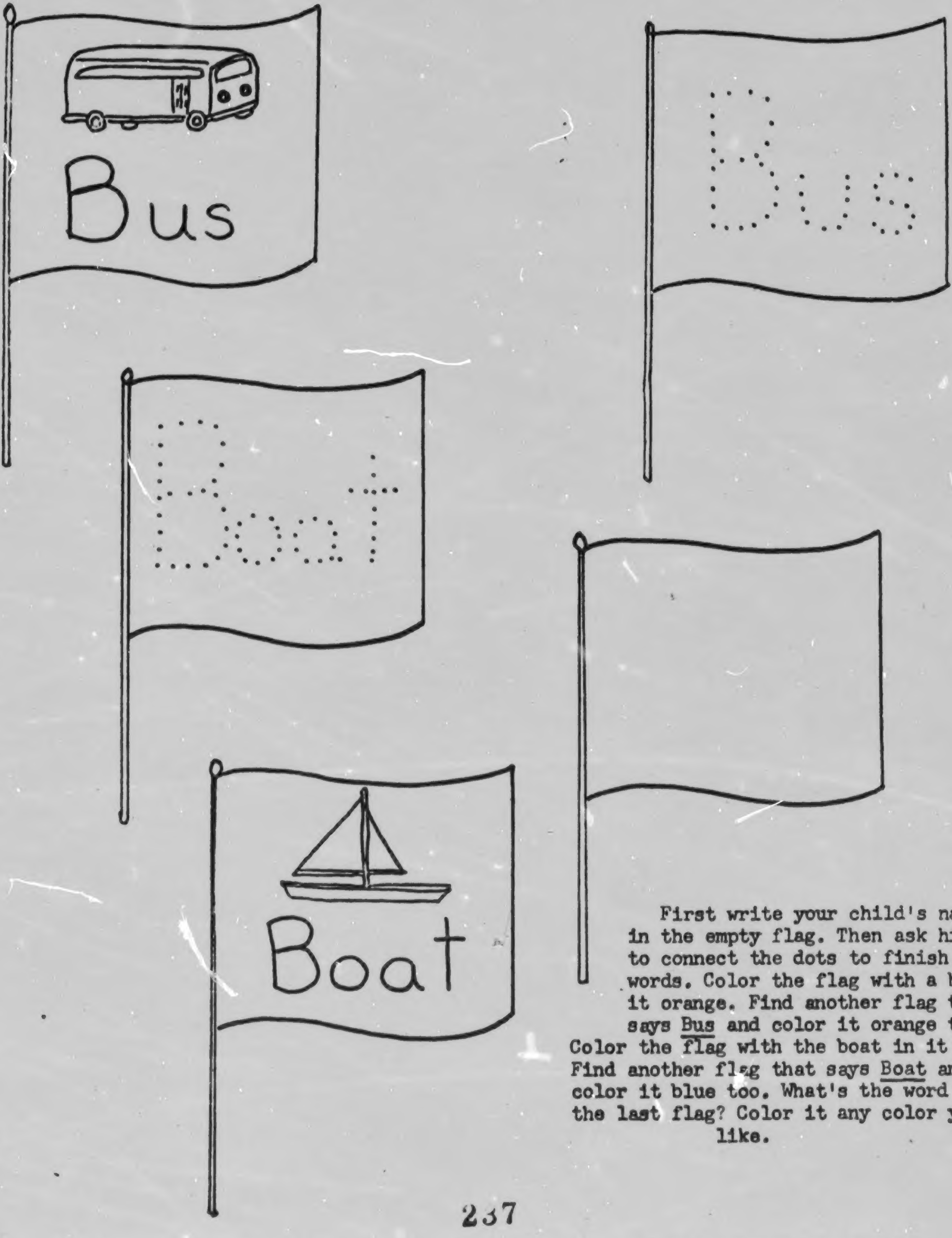
Page 5



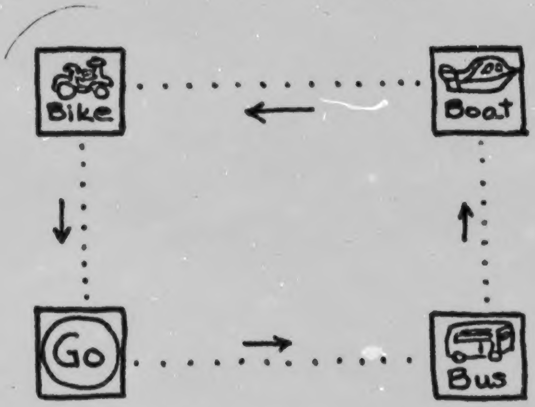
First write your child's name in the empty flag. Then ask him to connect the dots to finish the words. Color the flag with a bus in it orange. Find another flag that says Bus and color it orange too. Color the flag with the boat in it blue. Find another flag that says Boat and color it blue too. What's the word in the last flag? Color it any color you like.

LESSON TWENTY-TWO

Instructions

Today your child will go on another shape hunt with Ship Shapely. This time he will be looking for squares as well as circles and triangles. He will also meet two new sight words - Bike and Go.

In the middle of the lesson your child will take an imaginary walk around a town square. As he does this, he will be using the ideas of corner, left, straight and square. He will also be reading the sight words he has learned so far. To set up the "square" you will need the last four worksheets (Pages 4 through 7). They will make the four corners of the square. Tape the pages to the floor so that the corners are about five feet apart. The illustration below shows you where to place the pages. Later, if you like, you can use the same game to teach your child other sight words, simply by changing the corner cards.



What This Lesson Does

Introduces a new shape - the SQUARE.
Introduces the sight words Bike and Go.
Reviews the numbers from 1 to 5.
Reviews circles and triangles.
Gives your child more practice using the colors
red, orange, yellow, green and blue.

Materials You Will Need

7 worksheets
5 crayons (red, orange, yellow, green and blue)
Scissors
Paste
Tape

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Taping

Are you ready to be a detective again today, (child's name)? Ship Shapely, the Shape Detective, is working on a big mystery. He needs your help so get out your worksheets and find page one. . B E E P . . . There's Ship, riding his bike. Point to the word on his bike. . . Do you know what that word says?. . (Pause). . It says Bike. Ship is looking for a missing shape, but he can't find it anywhere. Maybe he needs a circle. There's a balloon caught up in a tree. Point to the balloon. . . . What shape is it?. . (Pause). . It's a circle, right. Find some more circles. . (Long Pause). .

Do you remember the mark Ship makes on all the shapes he finds?. . . The balloon already has Ship's check mark on it. Get your orange crayon and put an orange check mark on all the circles you find. . B EE P. . . . Now get your blue crayon and put a blue check mark on all the triangles you see. . B E E P. . . How many triangles did you mark, (child's name)?. . Count them. . (Long Pause). . If you said five, you're a very sharp detective! Ship's glad you found all those shapes, but none of them is the one that's missing. We'd better go to the scene of the crime. Get worksheet two. . (Pause). .

Here we are in the art museum. Look at that empty picture frame! A robber stole the museum's biggest picture. Point to the dotted lines. . . . That's where the picture belongs. Maybe you can find some clues. Look at that dotted shape. Is it a circle?. . (Pause). . No, it's not a circle. Is it a triangle?. . (Pause). . No, it's not a triangle. No wonder you couldn't find the missing shape before. It's a new shape called a square. How many sides does a square have? Count the sides of the picture frame. . (Pause). . Did you count four sides? Good for you, (child's name)! Now tell me, how many corners does a square have?. . Count the corners. . (Pause). . If you said four, you're right again! A square has four corners and four sides all alike.

All right, Detective (Child's name), now we know we're looking for a square. But where can it be? Let's go for a walk around the town square and see. Do you see the four pictures I put on the floor. Get down from the tape recorder and go over to them. . (Long Pause). . The word in the circle says Go.... Go stand on the Go circle. . (Pause). . Good! Now you're going to the Bus Stop. Do you see the Bus in the next corner of the square?. . . Start with your left foot and take little steps straight across to the Bus Stop. Step. . . step. . . step. . . step. . . Are you standing by the bus?. . . Good. Step right on the picture. Now turn towards your left side. You're going over to the Boat corner. . Start with your left foot and step. . . step. . . step. . . step. . . straight over to the Boat. . Are you standing in the Boat corner?. . . Okay. Now turn to your left again. . This time go where the bike is. Start with your left foot and step. . . step. . . step. . . step. . . Are you standing by the bike?. . . Very good, (child's name). Now go back to the Go circle. Turn left again. . . Start with your left foot and step. . . step. . . step. . . step. . right back on Go. . . Look back now and see where you walked. How many sides of the square did you walk along, (child's name)?. . (Pause). . Four sides is right. And how many corners did you turn?. . (Pause). . Four corners. Right again. Four corners and four sides make what shape?. . . (Pause). . A square. Good thinking. And you walked all around a square, didn't you? Did you see the missing picture anywhere?. . . No?. . . Too bad. But I think Ship Shapely has found something. Get page three. . (Pause). .

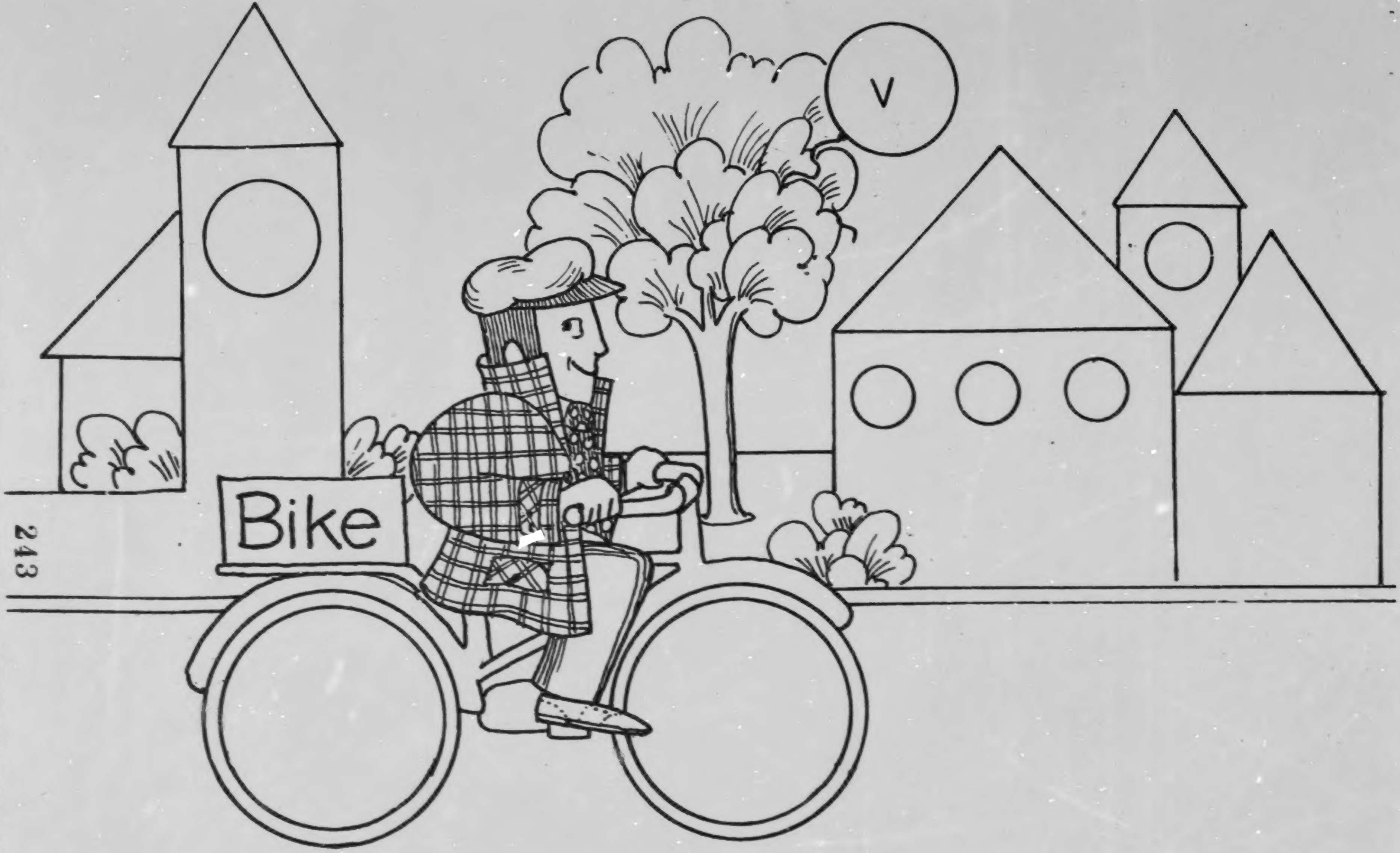
Look at all those squares. And there's Rudy Reader, too. He looks like he knows where the missing picture is. But he and Ship Shapely need your help. First you'll need to color the squares so get your crayons. . (Pause). .

Color the number one square yellow. . B E E P. . . Color square number two green. . B E E P. . . Color the number three square orange. . B E E P. . . Color the number four square red. . B E E P. . . There's one square left. What number is on it?. . (Pause). . A five is right! Color square number five blue. . B E E P. . . . Very good, (child's name). Now get your scissors and cut out the squares you colored. . B E E P

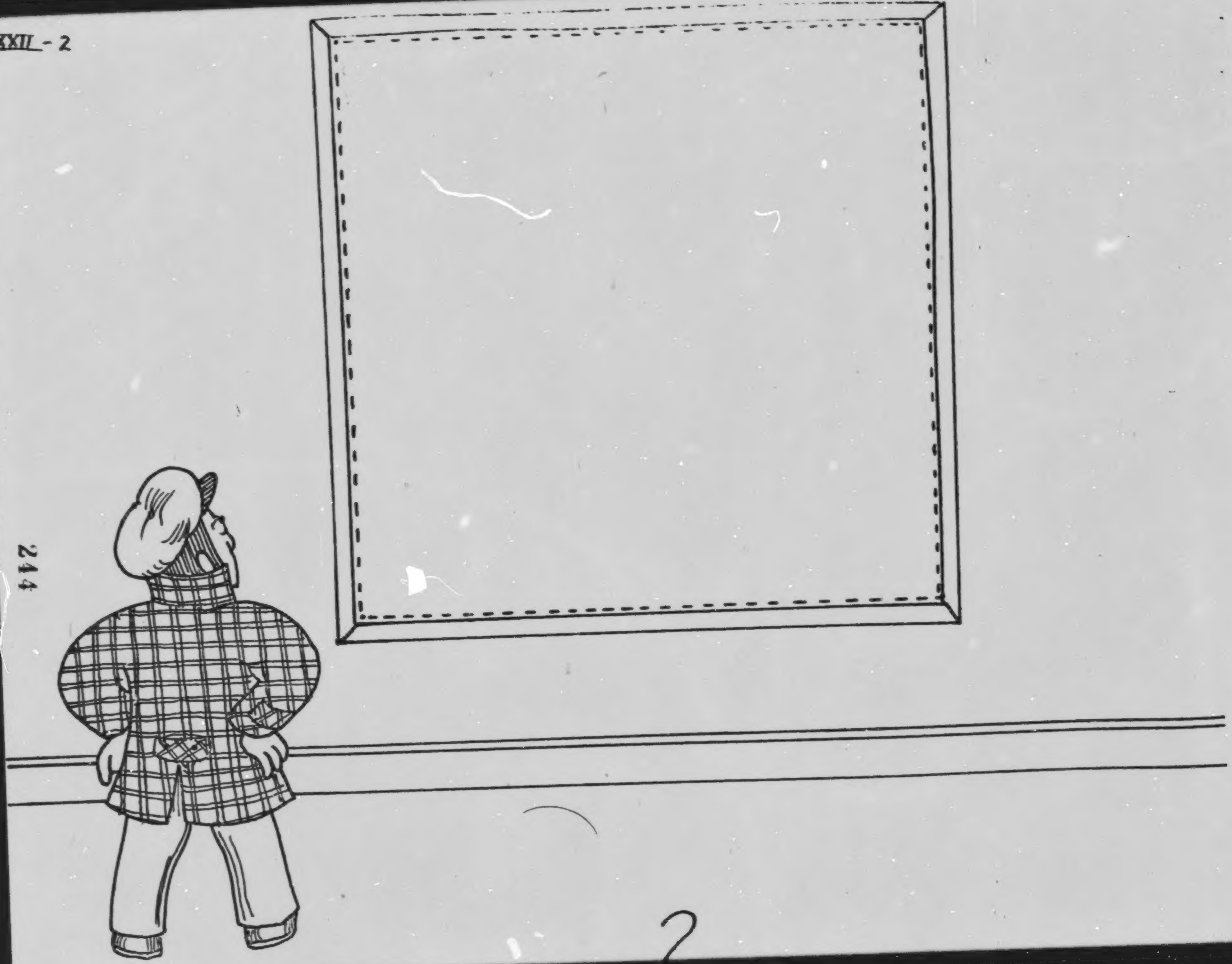
Now get worksheet number two again. . (Pause). . Get the yellow number one square, too. . (Pause). . Can you fit the yellow square in the space where the missing picture belongs?. . Make sure the sides of the square touch all the dots. . (Pause). . Make sure the corners of the yellow square touch all the corners of the picture frame. . (Pause). . Do the sides and the corners of the yellow square fit in the dotted frame?. . . Then get your paste and paste it down. . B E E P. . . .

Now get the green number two square. . (Pause). . Fit it on top of the yellow square. . . Make sure the sides of the green square fit along the dots. . (Pause). . Make sure the corners fit the corners of the dotted square. . (Pause). . Paste it down on top of the yellow square. . B E E P. . . Now get the orange number three square. . (Pause). . Paste it down on top of the green square. . B E E P. . . Get the red number four square. . (Pause). . Paste it down on top of the orange square. . B E E P. . . There's one square left. What color is it?. . (Pause). . It's blue. Paste the blue number five square on top of the red square. . B E E P. . . If you like, you can cut out the little picture of Rudy and paste him right in the middle of the picture. B E E P. .

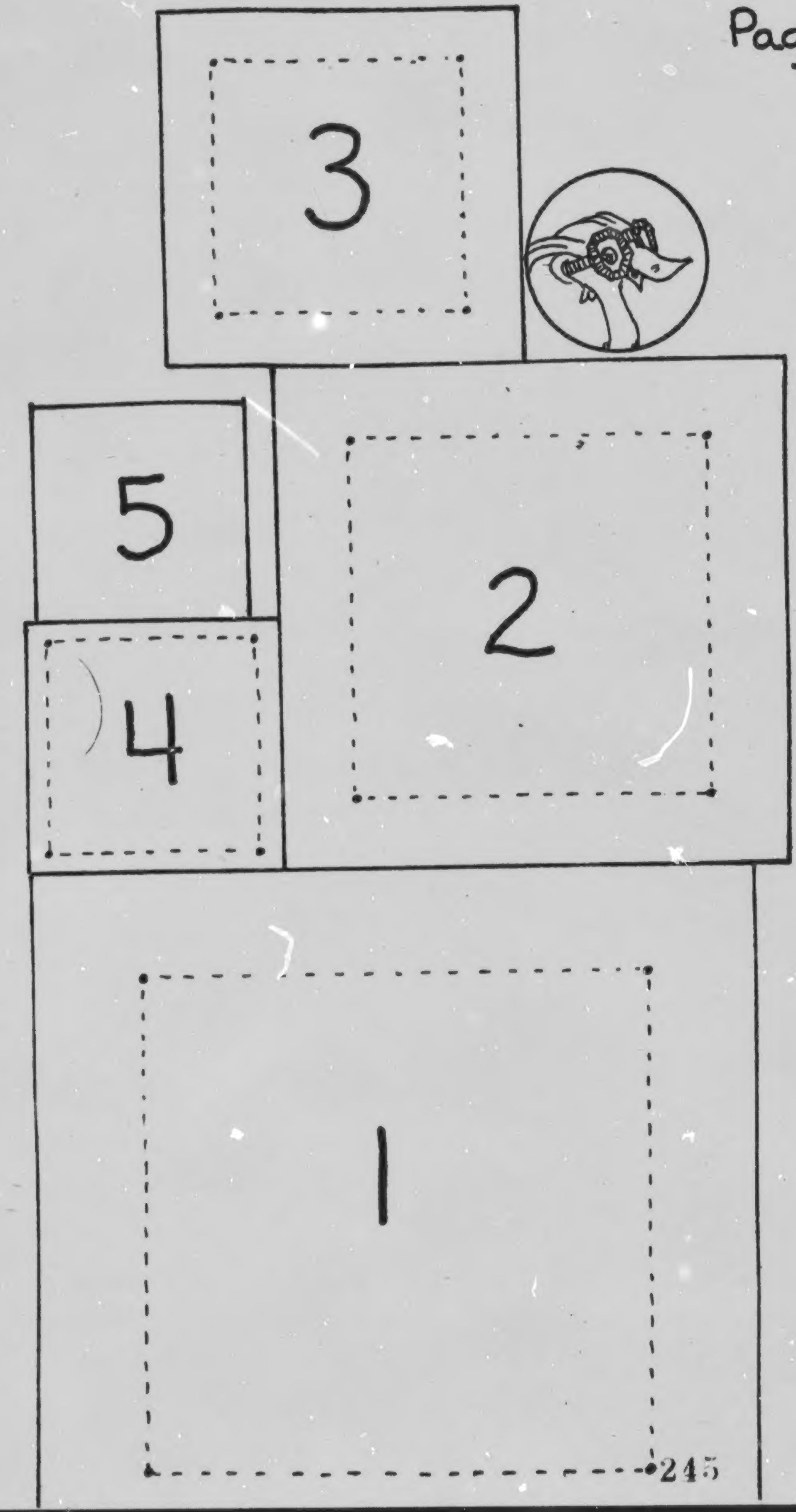
You did it, (child's name)! You put the missing picture back together again! You're a wonderful detective! Ship Shapely thanks you for your help and so do I! B E E P. . . .

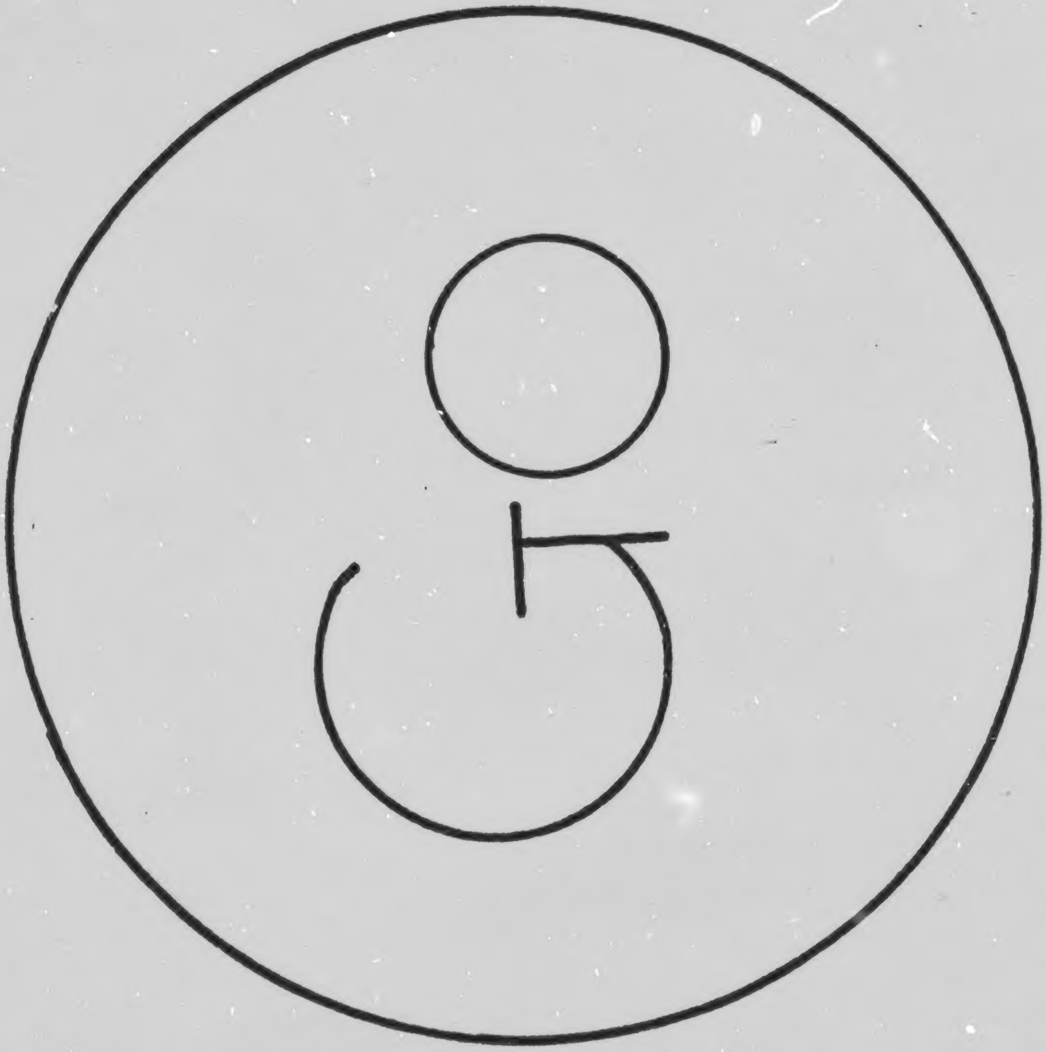

v
Bike

XXII - 2

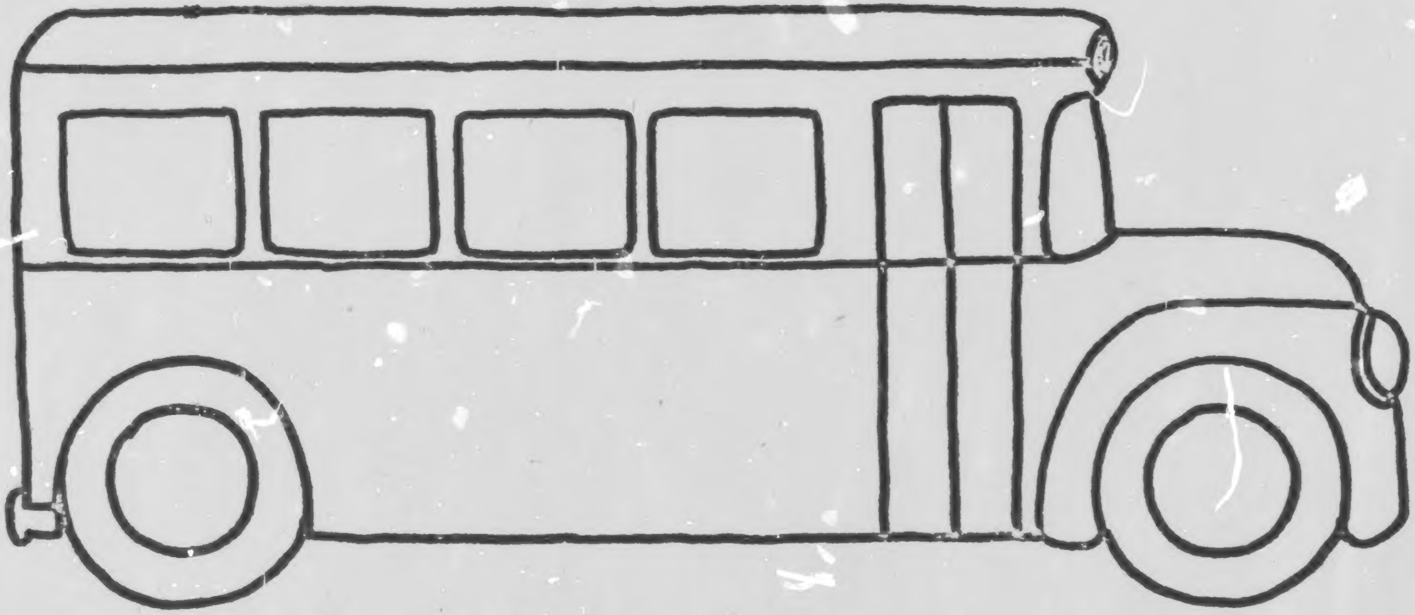


Page 3

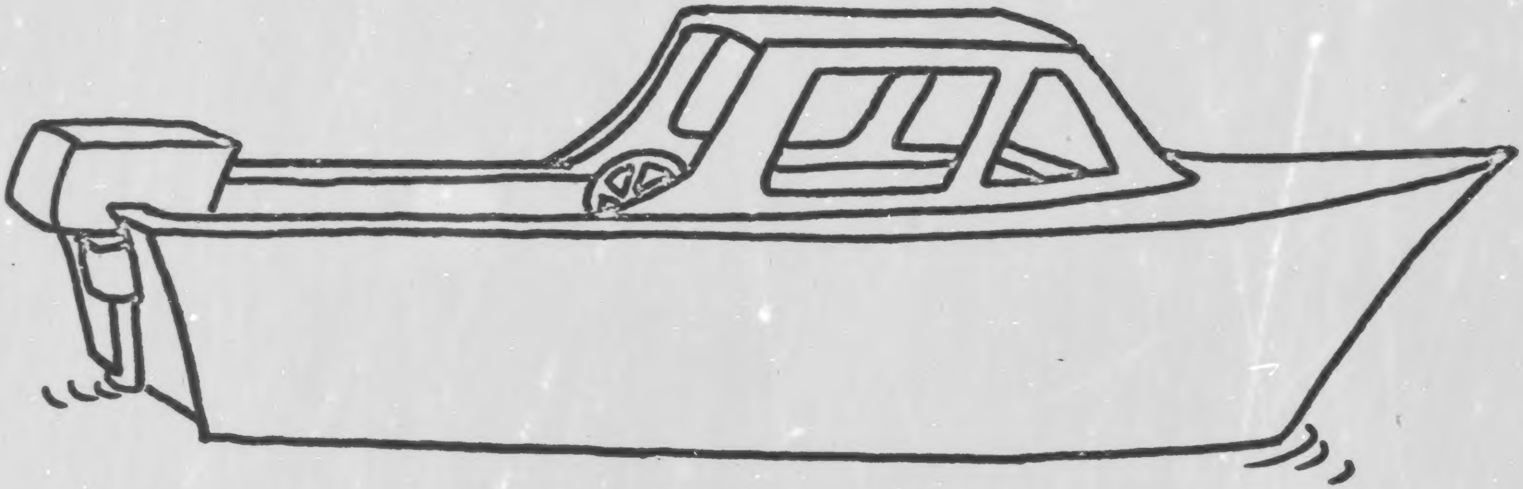




XXII - 4

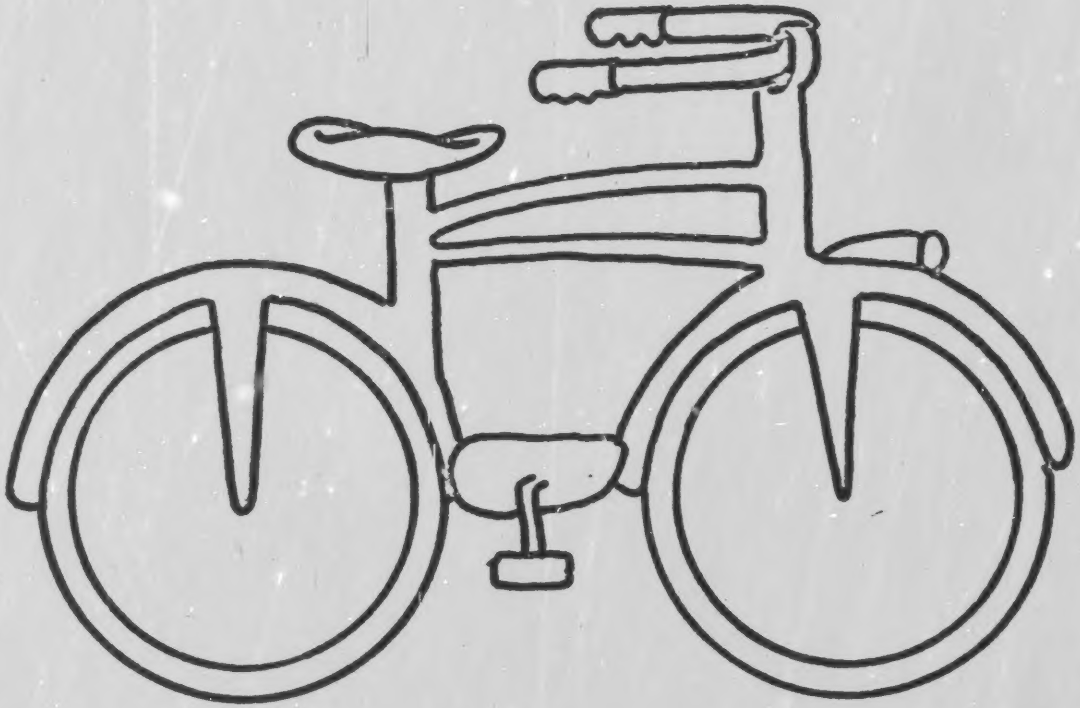


Bus



Boat

XXII-7



Bike

Supp. 22

HINTS FOR PARENTS

Today your child learned a new shape - the SQUARE.

He also met two new sight words - Bike and Go.

Here is how you can use the worksheets to help your child learn these new ideas:

1. Worksheets 1 and 2 are for a cutting-pasting activity. The directions are at the bottom of the first worksheet.

2. Worksheet 3 gives your child more practice with the numbers from 1 to 5. Help him complete the dotted numbers. Then let him write the same numbers in the rest of the squares in each row. If he likes, he can color the squares too.

3. Worksheets 4, 5, 6, and 7 can be used for a game to help your child learn the sight words. Write the words on the back of each picture, like this:

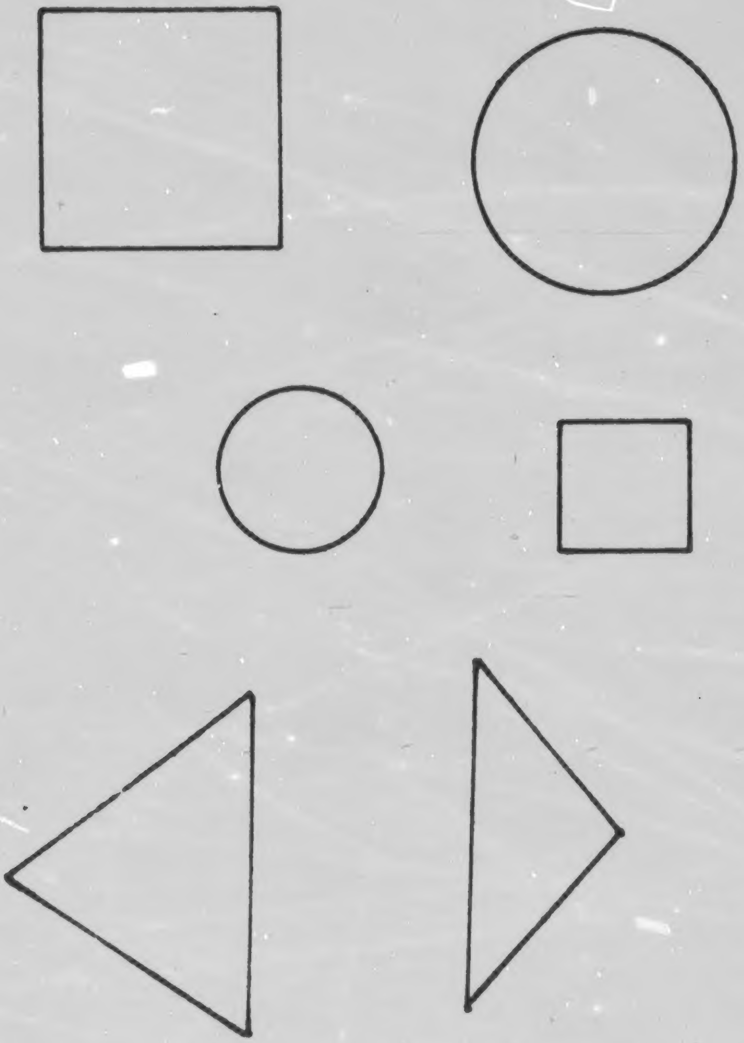
Bus Boat Bike Go

Show your child the pictures, one by one. Ask him to tell you what they are. Then start with two of the words, Bus and Boat. Show him just the words. See if he can read them correctly. Let him see if he's right by turning the words over and looking at the pictures. When he can read those two words easily, add another word. Do the same thing with the three words, letting him check his answers each time. Finally, give him all four words to read. You can also make a card with his name on it, using a small snapshot of him on the other side. Encourage others in the family to play the word game with him. The more practice he gets, the sooner he'll be ready to learn more new words.

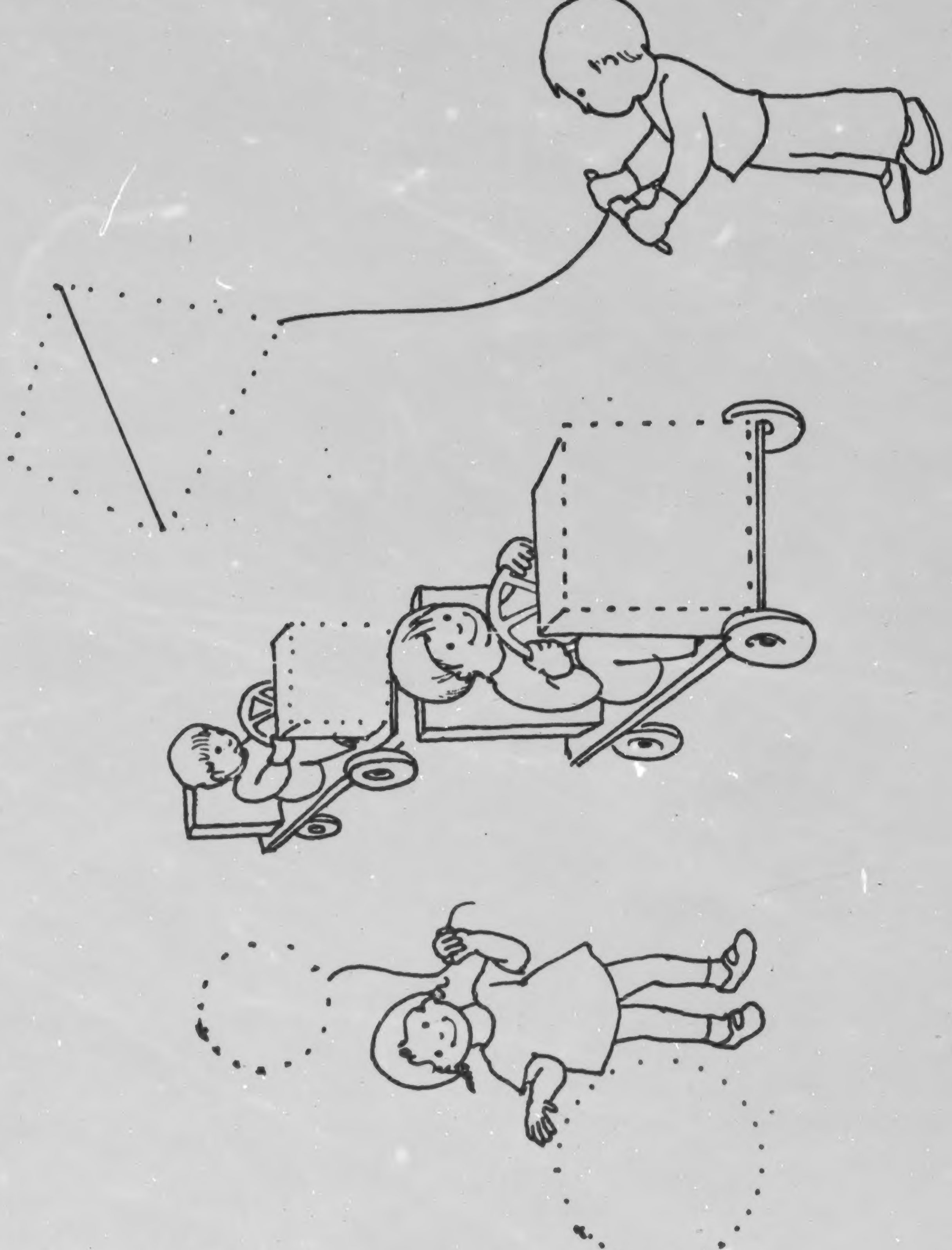
One word of caution: Be careful not to give him a new word until he's really sure of the ones he has already. To give him too many words at a time will only make the task difficult and frustrating for him.

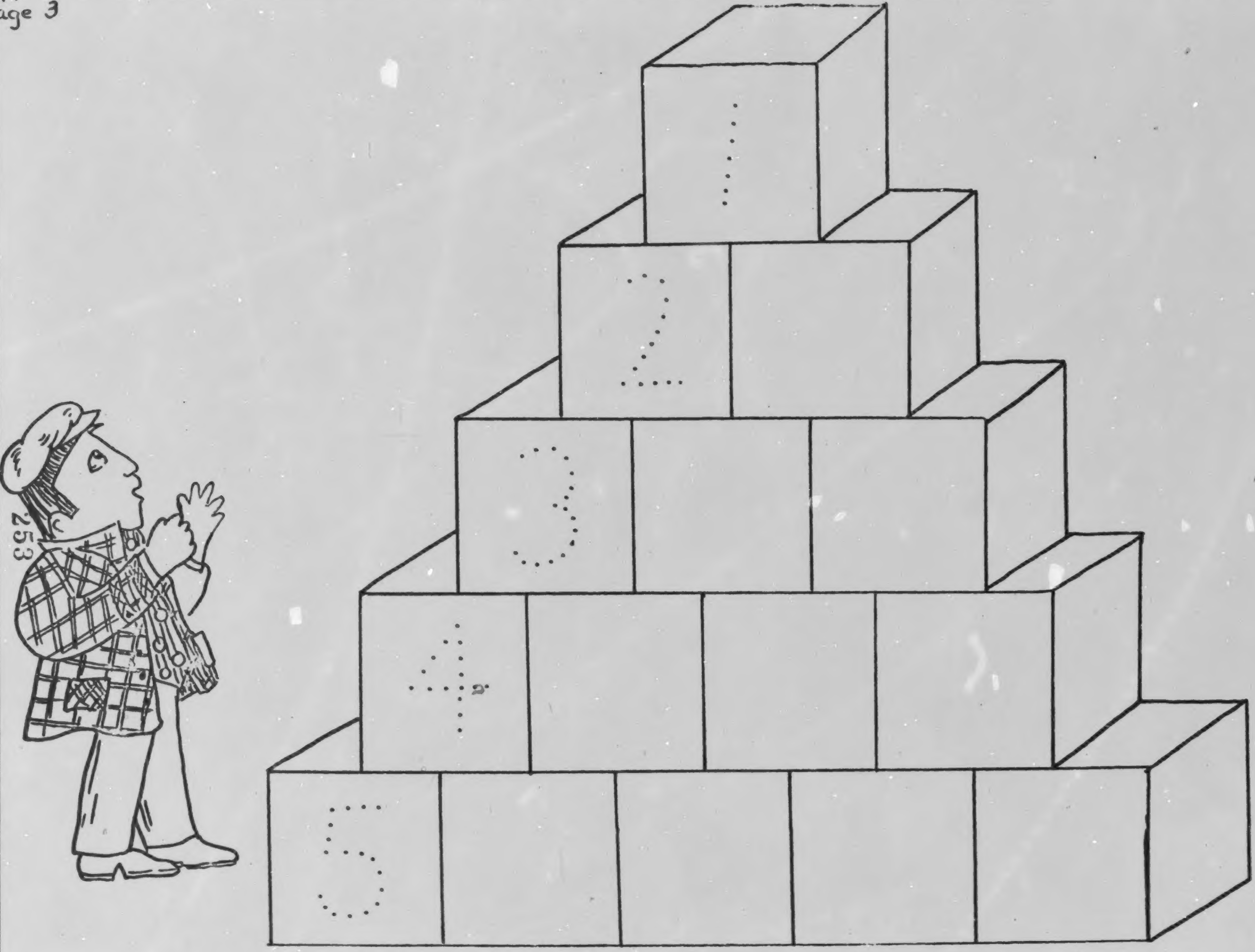
4. You can help your child learn some more about squares by helping make a pinwheel out of worksheet 8. Ask him to cut out the square. Let him count the sides and corners. Then ask him to cut along the diagonal lines. Make sure he stops cutting where the line ends. Show him how to bend over one flap so the X in the corner is on top of the center dot. Fold over the other three flaps, one after the other, holding them together in the middle with your finger. Stick a pin or thumbtack through the flaps in the middle and then into an eraser on the end of a pencil, and the pinwheel will be ready.

Page 1



Color the big circle yellow. Color the little circle green. Color the big square orange. Color the little square red. Color one triangle blue. Color the other triangle any color you like. Now cut out the shapes you colored. Paste them where they belong on Worksheet 2.

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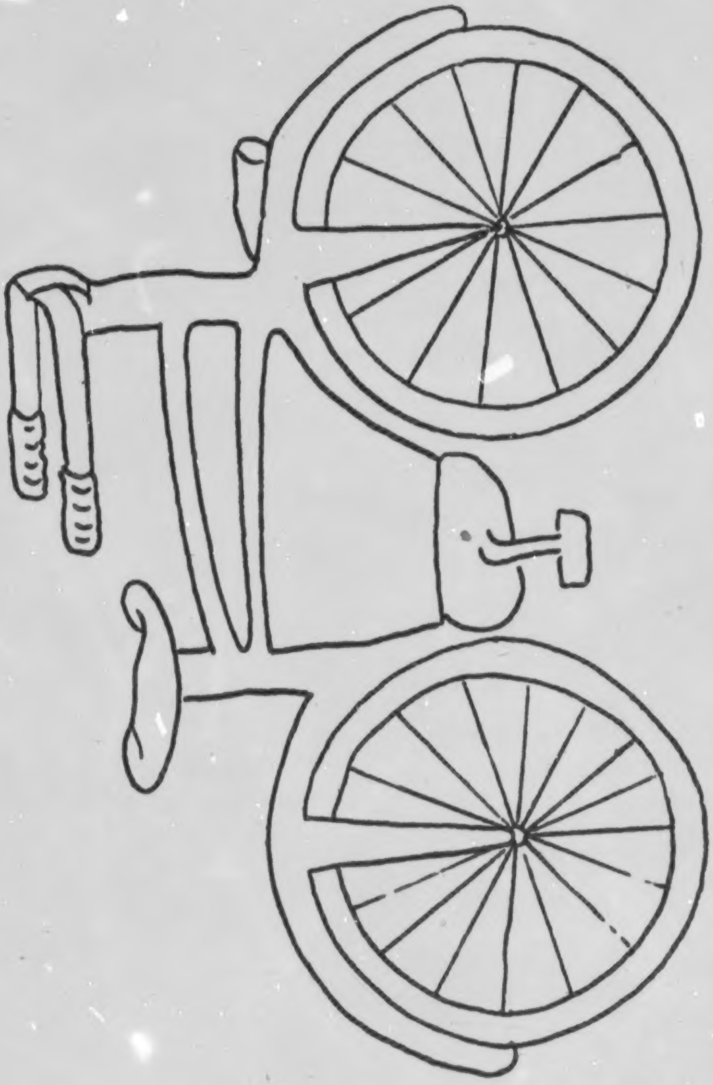
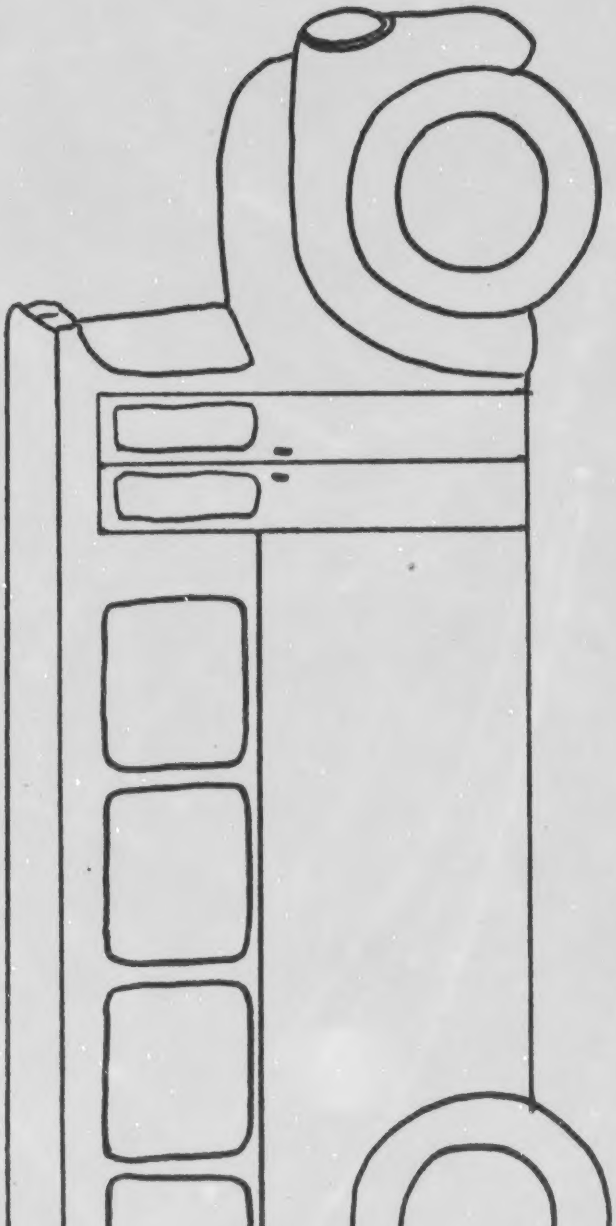
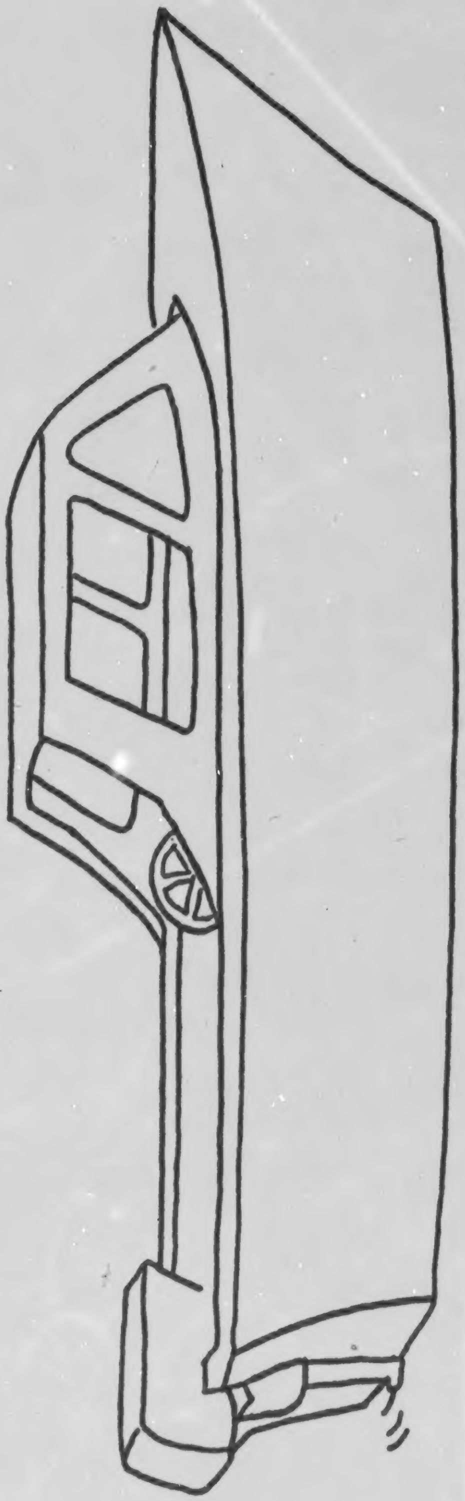


Supp. 22
Page 4
Bike



Supp. 22
Page 5
Bus



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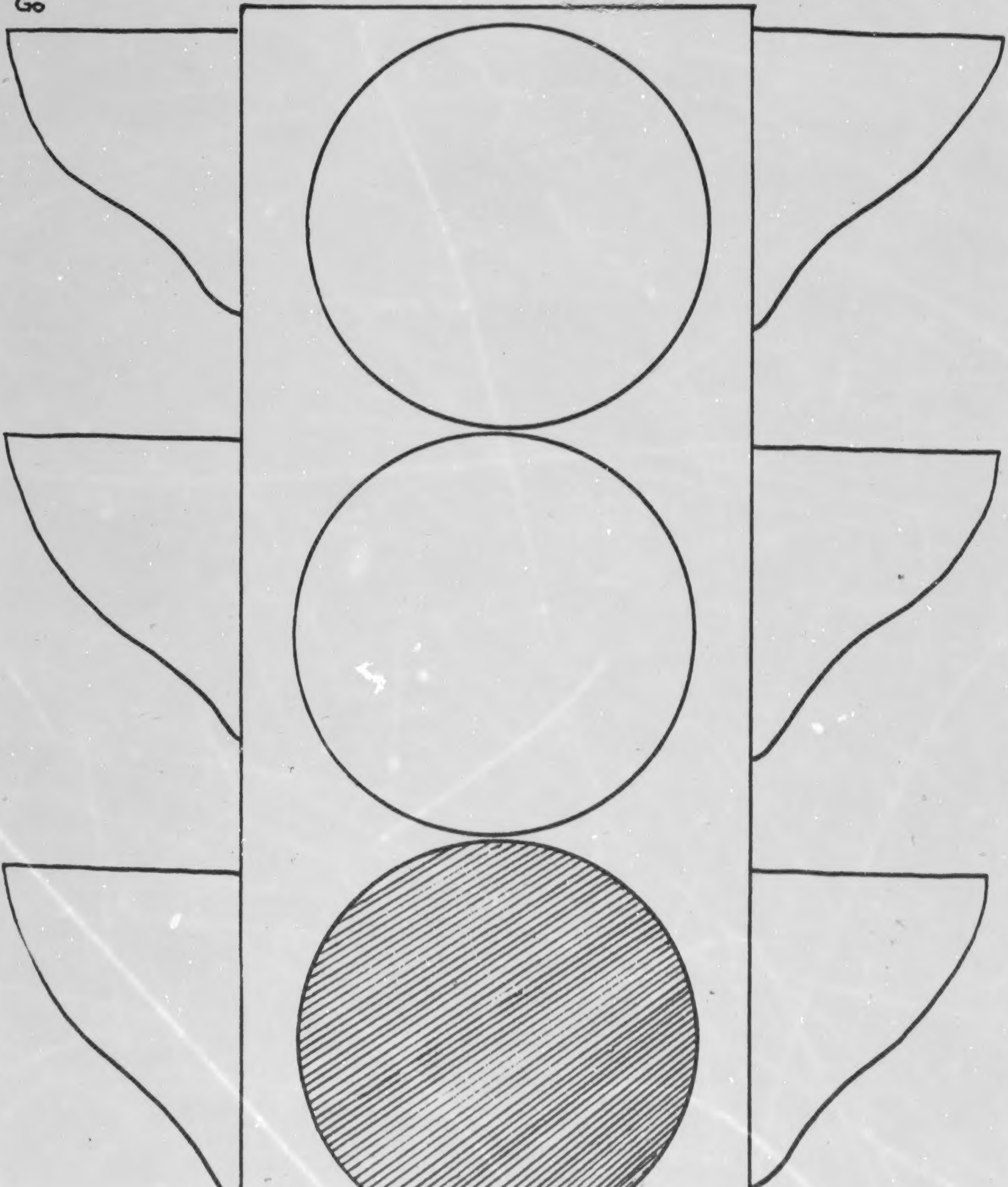
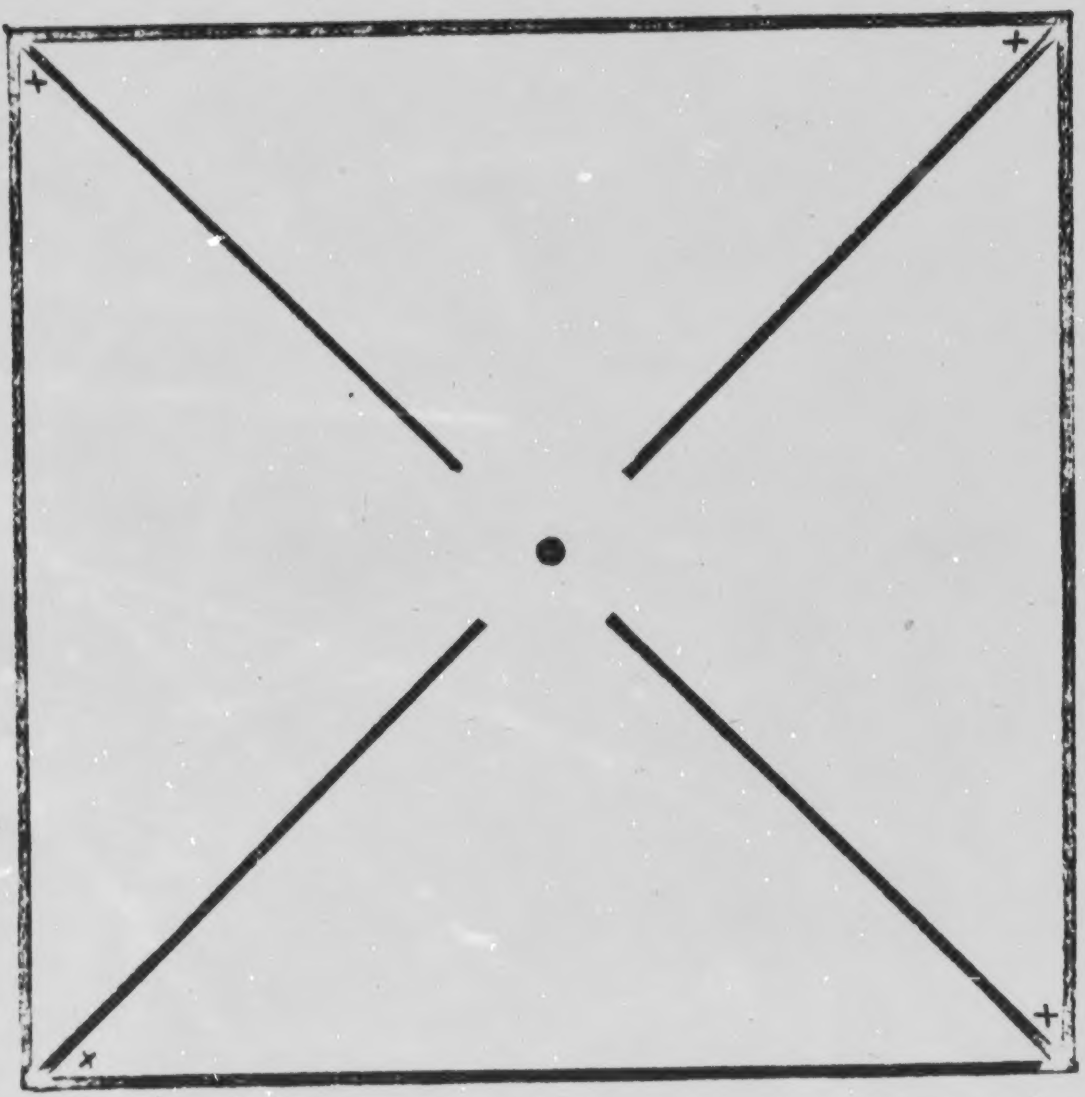
Page 6
Boat

Supp. XXII
Page 7
Go





TWENTY-THREE

Instructions

Today your child will get some more practice with the numbers and colors he has been learning. To get the lesson ready, cut out the "flowers" on the cut-out page and put them in an envelope with the rest of the materials for the lesson.

What This Lesson Does

Reviews the sight words Bus, Boat and Bike
Reviews the five colors: red, orange, yellow, green and blue
Reviews the numbers from 1 to 5

Materials You Will Need

2 worksheets
Cut-out page
Magic marker
Paste
Crayons
Clay
Colored toothpicks
Small stick or pencil

Taping

Rudy's going to take you someplace special today, (child's name). He wants to show you his flower garden. There are some very funny flowers growing in Rudy's garden. Get page one and see. . B E E P . . . . Can you guess what kind of flower that is?. . . It's a Go-flower. The words in the petals are things you go places in. Point to the word Go in the middle of the flower. . (Pause). . Now look at the petal with the picture of a bus. . . What's that word under the picture? . . (Pause). . Bus is right! Color that petal blue. . B E E P. . . There's another petal with the word Bus in it. It looks exactly like the word Bus

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you just colored. Can you find it?. . (Pause). . Color that Bus petal blue, too. . B E E P. . . .

Point to the petal with the picture of a boat in it. . . What's the word under the picture?. . (Pause). . Did you say Boat?. . . Good for you! Color the Boat petal orange. . B E E P. . . There's another petal with the word Boat in it. Can you find it?. . (Pause). . Color the other Boat petal orange. . B E E P. . . .

How many petals are left, (child's name)?. . (Pause). . Two is right. What's the word in the last two petals?. . (Pause). . If you said Bike, you're really on the ball! Color the two Bike petals red. . B E E P. . Color the Go-circle in the middle any color you like. . B E E P. . . Good work, (child's name)!

Rudy grows some other funny plants, too. He wants to put some of them in flowerpots. Will you help him?. . Get page two. . (Pause). . How many flowerpots are there?. . (Pause). . Five flowerpots. They're supposed to have numbers on them, but somebody messed up. Point to the flowerpot on the left-hand side of the page. . . That's flowerpot number one. Get your magic marker and connect the dots to finish the one. . B E E P. . . . Point to flowerpot number two. . . Connect the dots to make the number two. . . B E E P. . . . What number is on the next flowerpot?. . (Pause). . Three. Connect the dots to finish the three. . B E E P. . Next comes flowerpot number four. Finish the four, too. . B E E P. . . . What number is on the last flowerpot?. . (Pause). . Did you say five? You're right! Connect the dots to finish the number five. . B E E P. . . . Very good, (child's name)! Now the flowerpots are ready for flowers. Get the envelope and take out the pictures. . (Long Pause). . Spread the pictures out on the table (or floor) . . B E E P. . . .

My, what funny-looking plants! Find the picture with just one flower on it. . (Pause). . Do you know what kind of flower that is?. . . It's a paper-plate flower. I wonder why Rudy needs a paper-plate flower? Pretty soon we'll see. Paste it in flowerpot number one. . BEEP. . . Find the picture with two flowers. . (Pause). . Do you know what those flowers are?. . . . They're hot dogs, growing on a hot dog bush. Wouldn't you like one in your backyard?. . . Paste the two hot dog flowers in pot number two. . BEEP. . . .

Now find the picture with three flowers. . (Pause). . Can you guess what kind of flowers those are?. . . They're pickles, growing on a pickle plant. Pickle plants often grow near hot dog bushes. Paste the three pickle flowers in flowerpot number three. . BEEP. . . . Now find the picture with four flowers. . (Pause). . Those funny flowers are bottles full of soda pop. Paste the four soda pop flowers in flowerpot number four. . . BEEP. . . . There's one picture left. How many flowers are in it?. . . (Pause). . Did you count five flowers?. . . Good. They're potato chip flowers and I bet you know where to put them. . . Go ahead and do it. . . BEEP. . . Did you paste the five potato chip flowers in pot number five? . . . Good work, (child's name). . . Now Rudy can have a funny flower picnic.

Rudy has an animal garden, too. Do you know what grows in an animal garden?. . . Animal plants and flowers. Look, there's a dandelion! Can you be a dandelion?. . . Get down from the tape recorder. . (Long Pause) . . . What do lions say, (child's name)?. . (Pause). . They growl and roar. Rrrrrrrrr. . . . Rrrrrrrr. . . . Get down on your hands and knees and roar like a lion. . . (Pause). . . Louder, please. . . (Pause). . . Is that the loudest you can roar, (child's name)?. . . . That's better. You make a very dandy lion!

There's a pussy willow, too. Can you be a pussy willow? Come on, meow like a pussy. . . Meow. . . meow. . . meow. . . meow. . . A happy pussy cat curls up in a ball and purrs. Can you be a happy pussy?. . . Curl up in a little ball and purr. . . purr. . . purr. . . purr. . . Now play like a pussy. Pretend you're chasing your tail and turn around. . . and around. . . and around. . . faster. . . and faster. . . Very good, (child's name)!

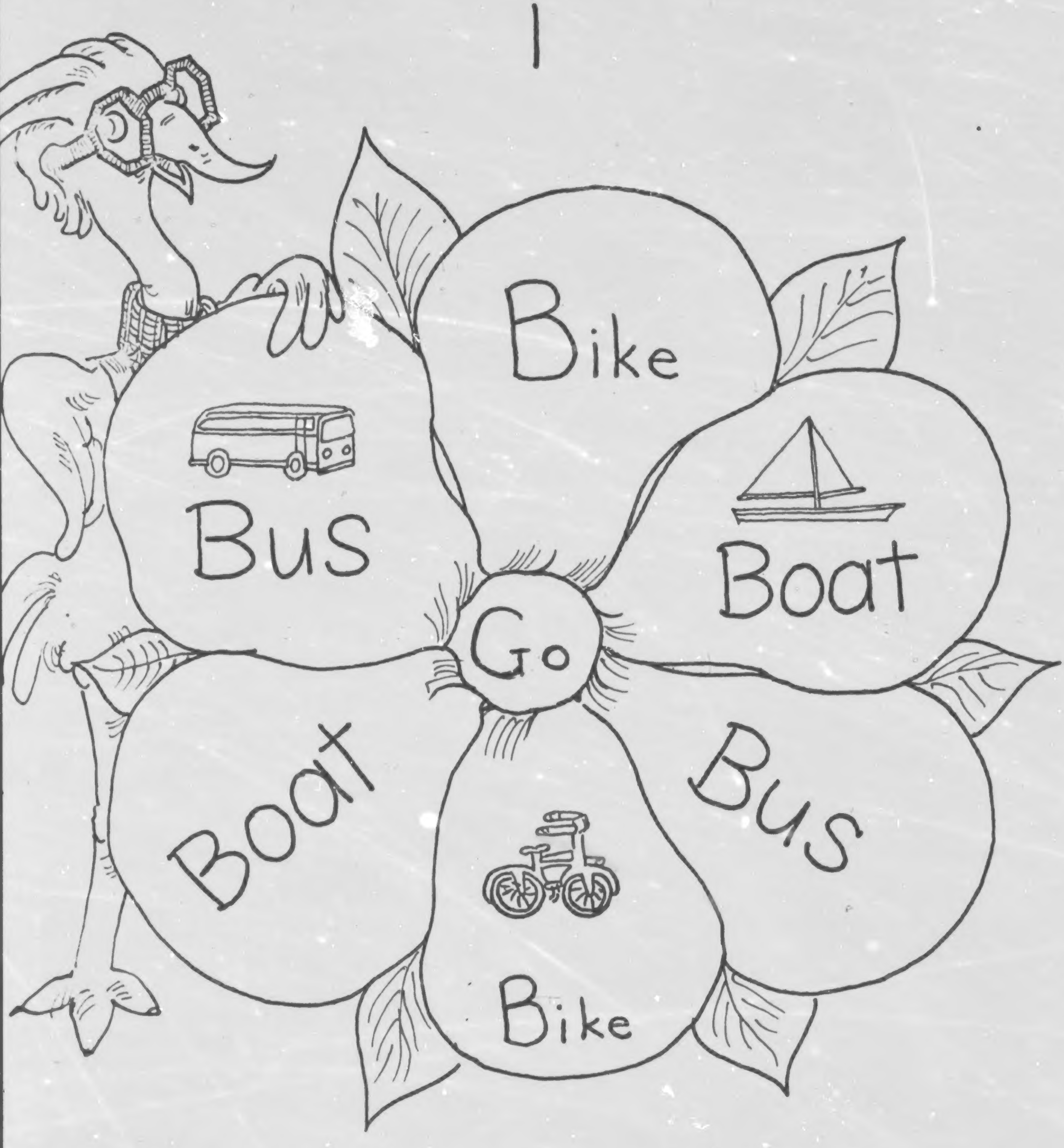
Now be a tiger lily. Tigers creep through the forest at night, very quietly so the other animals don't hear them. Get down on your hands and knees, (child's name), and creep through the forest. . . (Pause). . . Shh, tiger! Don't make a sound! Creep. . . creep. . . creep. . . back to the tape recorder and sit down. . . (Long Pause). . .

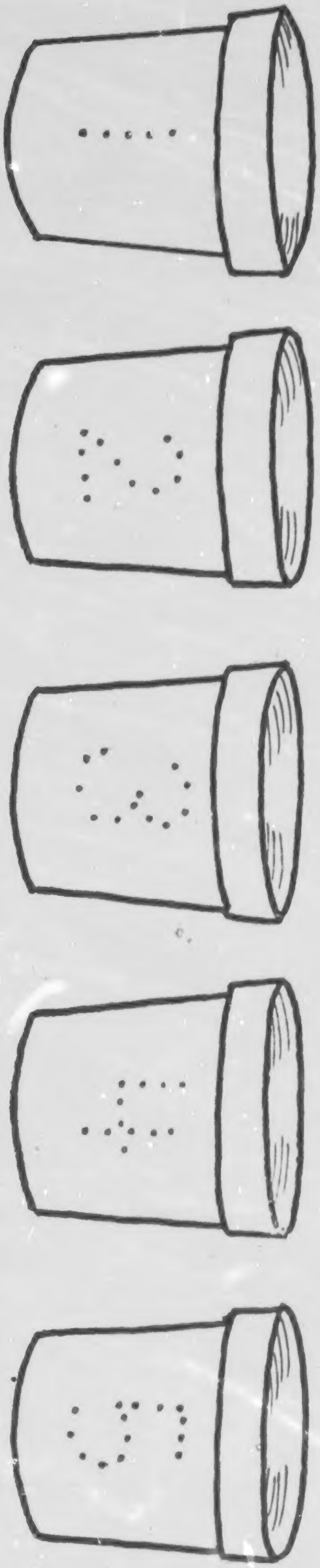
How would you like to make a funny flower for Rudy's garden, (child's name)?. . . Get the clay. . . (Pause). . . and the toothpicks. . . (Pause). . . Now take a hunk of clay and roll it into a ball. Roll it and roll it till it's nice and round. . B E E P. . . Your flower will be a prickly pear flower. Take some toothpicks and stick them all around in the clay ball. Put as many prickles in your flower as you like. B E E P Did you finish your flower, (child's name)?. . . Then call me and I'll help you put a stem on it. . B E E P. . . .

(Note to parent: When your child calls you, help him put his clay flower on a small stick or pencil. If he enjoyed making his flower, you might suggest that he make some more. You can put them in a vase or glass for the rest of the family to see.)

XXIII - 1

1


Bike
Bus
Boat
Go
Boat
Bus
Bike



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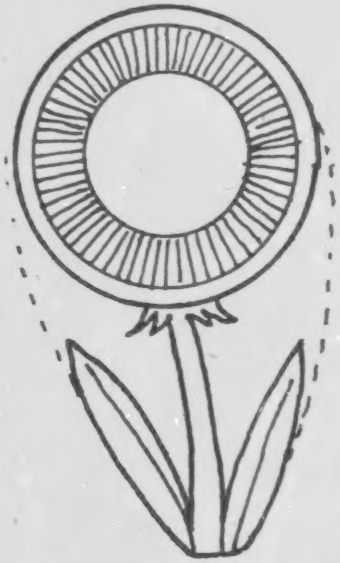
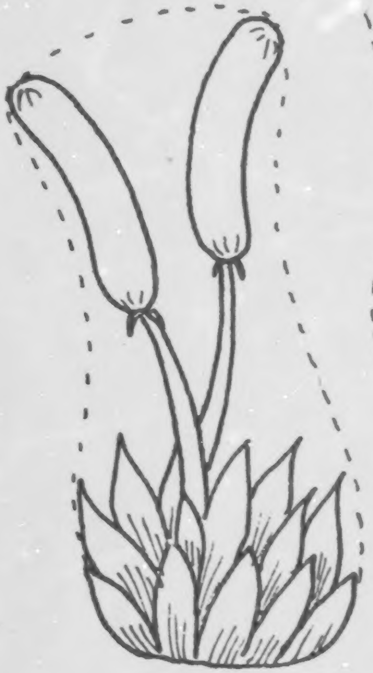
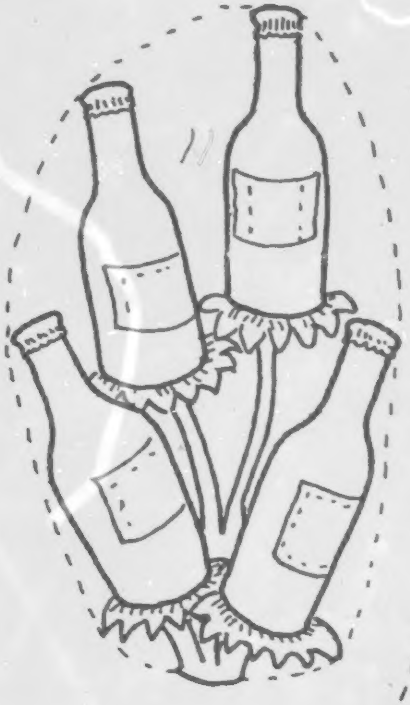
III

Cut-out Page







Supp. 23

Hints for Parents

Today your child reviewed many of the new ideas he has been learning in the last few lessons.

He did more work with colors, sight words, and the numbers from 1 to 5.

More Ways You Can Help Your Child

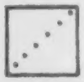
1. Give him worksheets 1 to 4. On the last worksheet there are four sight word flowers. Don't be concerned if your child still has trouble reading the words. Go over the sight word cards with him some more; then try the worksheet again later.

2. Your child might enjoy making a punched flower picture. He will need worksheet 5 and a large, blunt-edge needle. If he puts a folded-up towel or a stack of newspapers under the worksheet, he won't damage whatever he's working on. He can't hurt himself with the needle, either, and the activity gives him good practice using his hand and eye muscles together. Show him how to punch holes all along the dotted outline of the flower. When he is finished, he can put the picture against a sunny window or in front of a lamp and see the light coming through the holes in the shape of a flower.

3. There are many learning games you can play with your child, using easily-made colored shape cards. You will need a pack of colored construction paper. To make the squares, cut off 3 inches from one end of each sheet. Make two red, orange, green, blue and yellow squares.

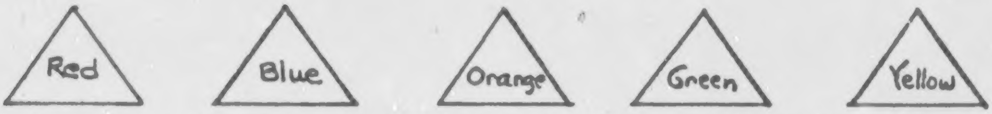
To play the first game, lay all the squares out on the floor in front of your child. Pick up one square. Ask your child what color it is. Then ask him to find another square just like it. Let him match the rest of the squares the same way.

When he gets tired of the first game, you can cut the squares in half diagonally to make two triangles, like this:

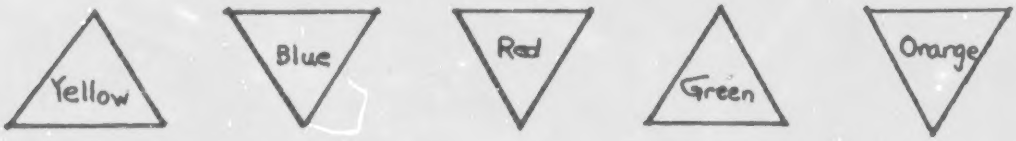


Ask your child to find all the green triangles, etc.

You can play a different kind of matching game by laying out five different triangles in a row, as in the illustration below. Ask your child to make another row of triangles just like it underneath yours.



When he can match your row easily, see what happens if you turn some of the triangles around, like this:



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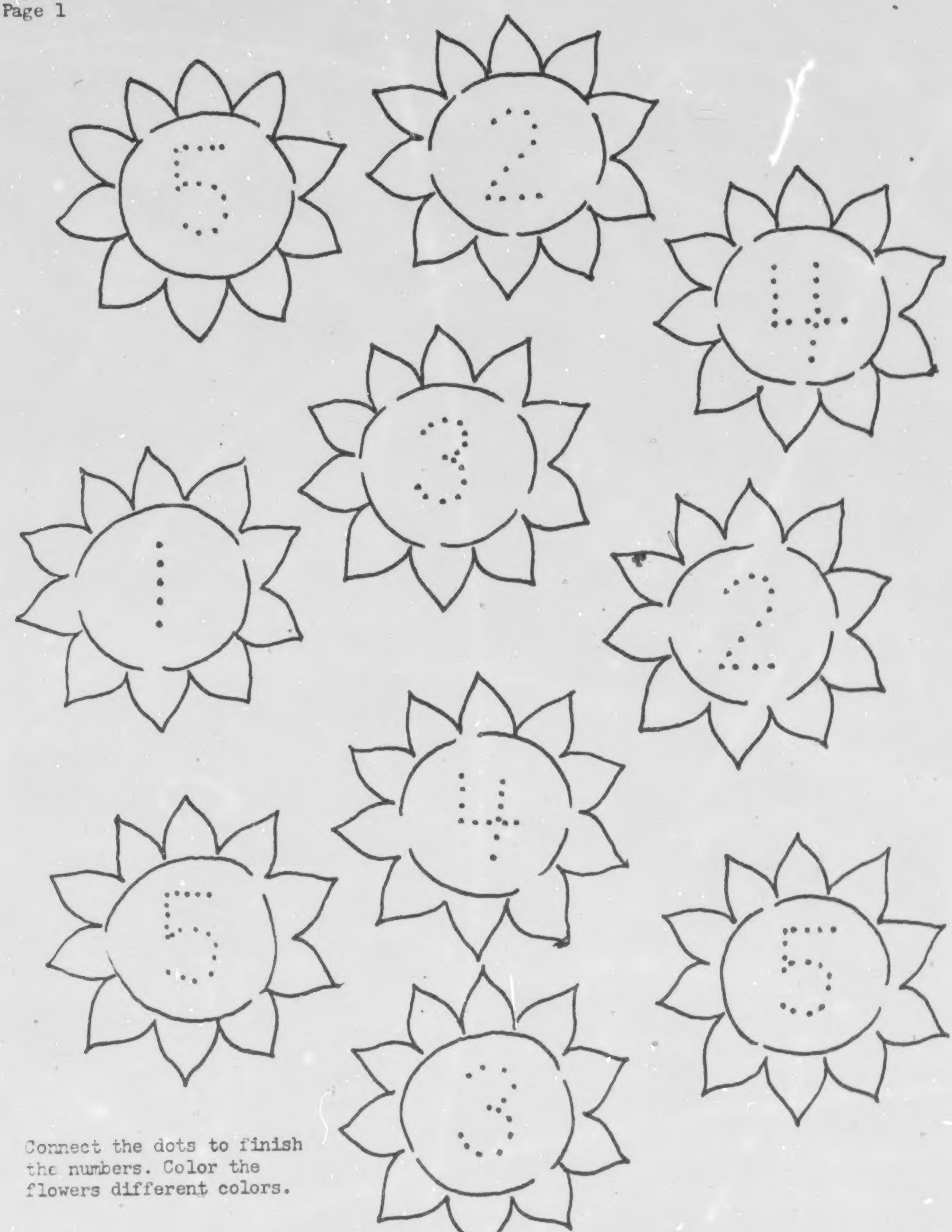
Page 1


5
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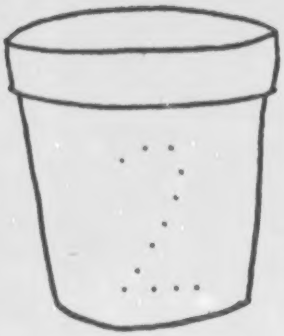
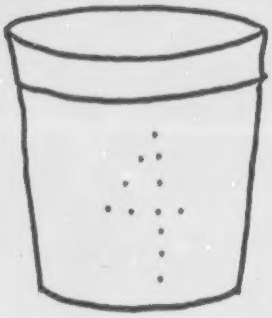
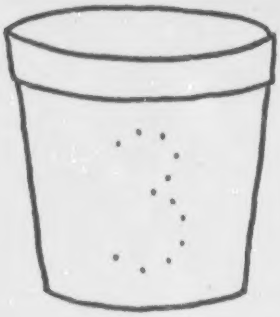
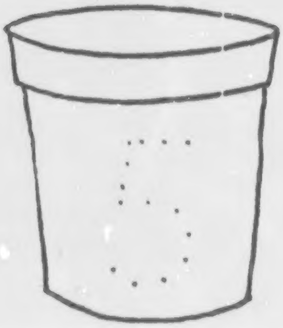
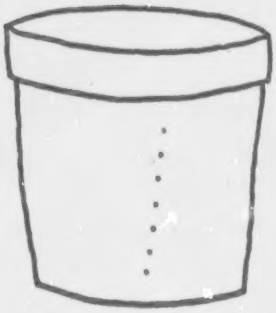
Connect the dots to finish the numbers. Color the flowers different colors.



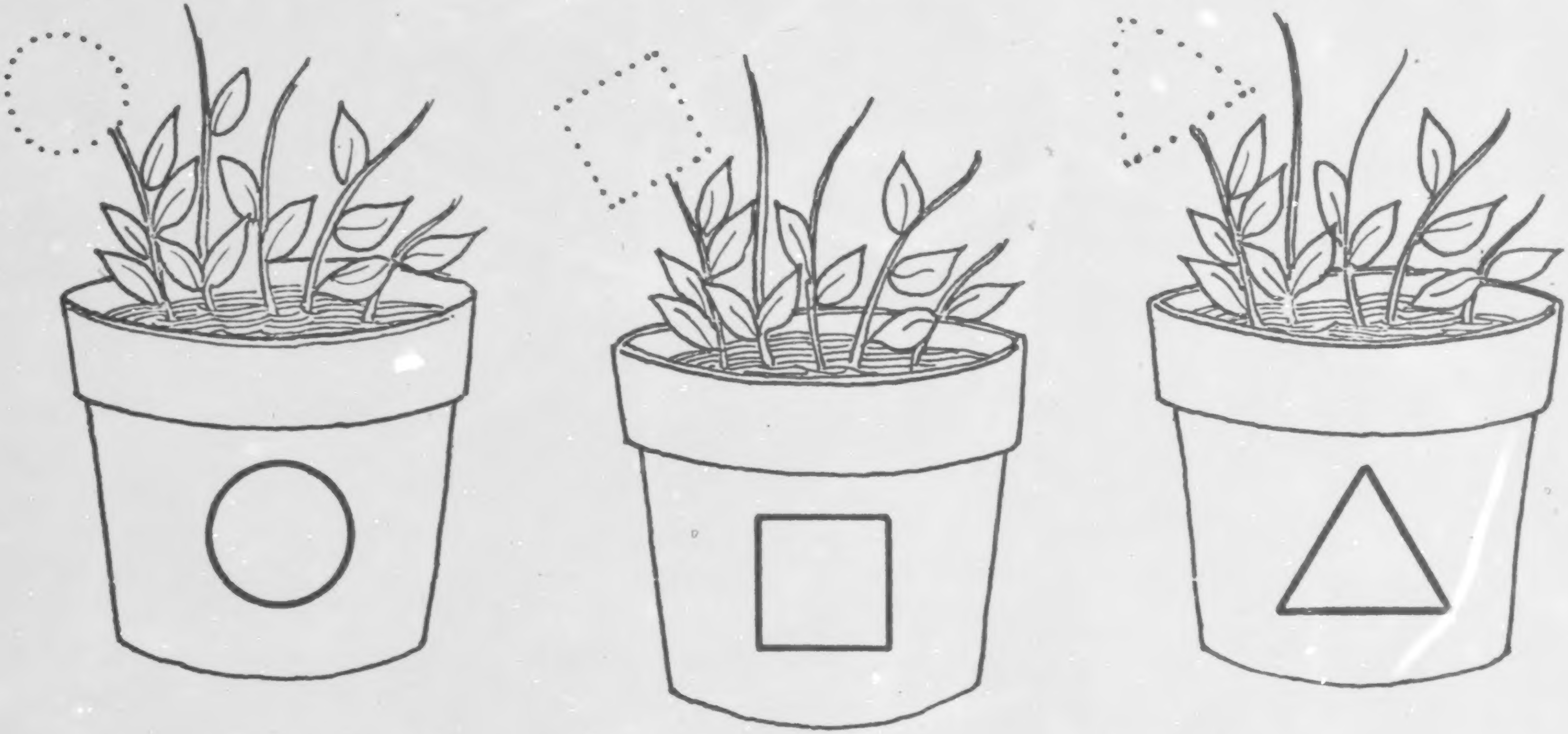








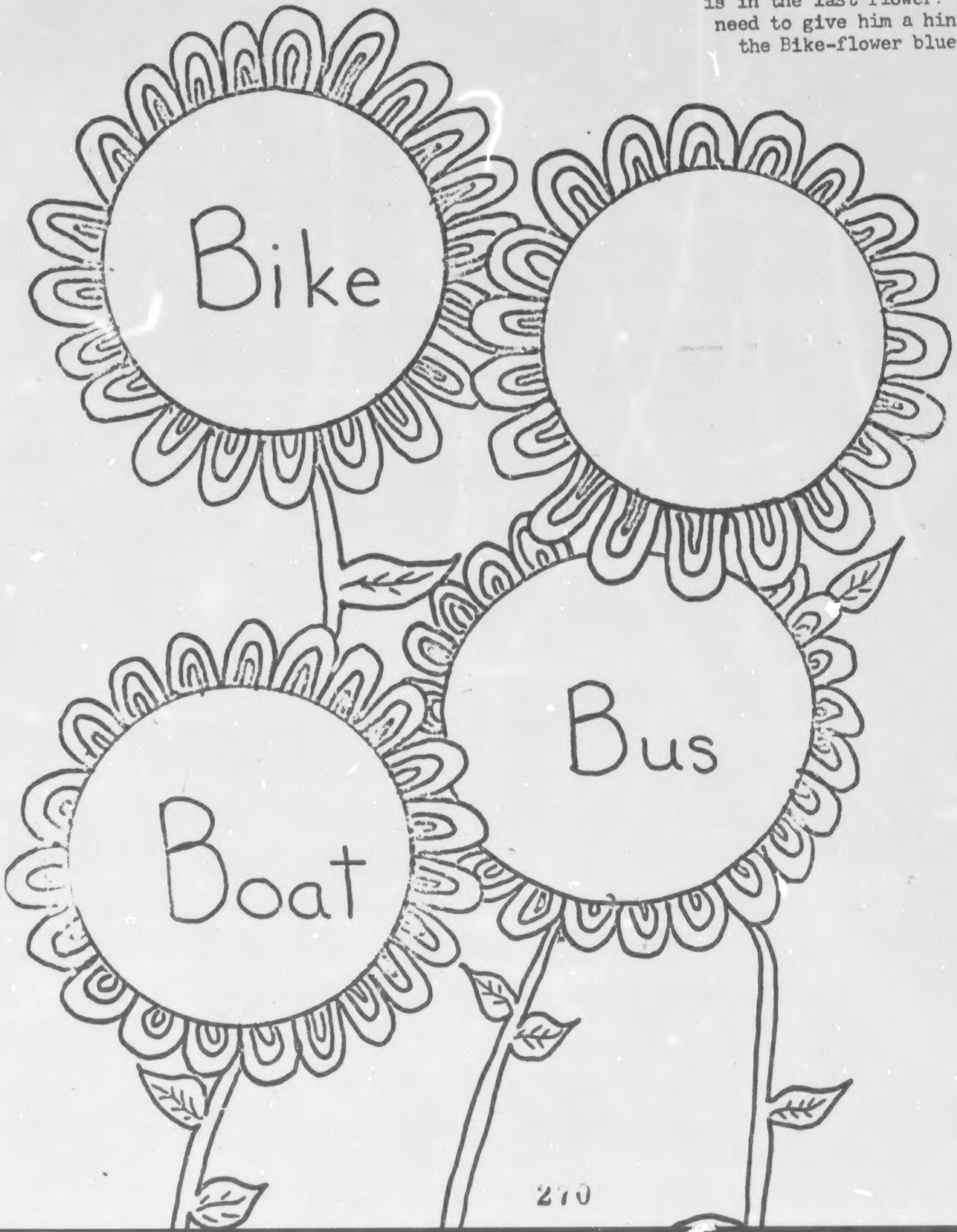
Connect the dots to finish the numbers. Then draw one flower in pot #1. Draw two flowers in pot #2, three flowers in pot #3, four flowers in pot #4, and five flowers in flowerpot #5.



Connect the dots to finish the shapes. Then make more circle flowers in the flowerpot on the left. Make square flowers in the middle pot. Make triangle flowers in the last pot. Color the flowers you made.

Supp. 23
Page 4

Write your child's name in the last flower. Then ask him to find the flower with the word Bus in it and color it red. Color the Boat - flower green. Color the flower wi your name in it yellow. What wor is in the last flower? (You m need to give him a hint). Col the Bike-flower blue.



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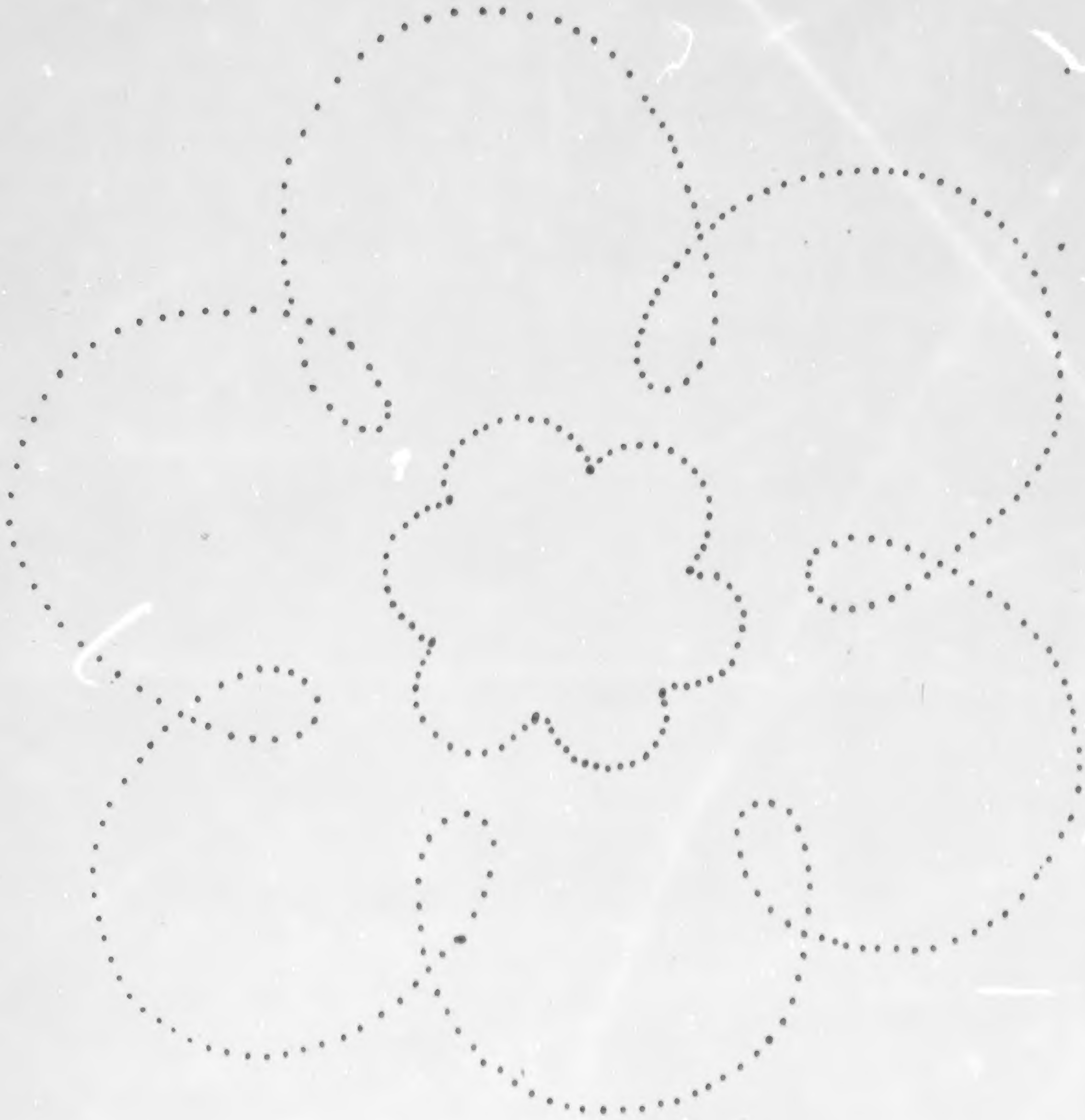

Show your child how to punch holes along the dotted outline with a blunt-edge needle. Then hold the picture against the light.

Marybeth
mon [illegible]
Record
Worksheet

LESSON TWENTY-FOUR

Instructions

Today your child will work with the numbers from 1 to 6 and the sight words Bus, Boat, Bike, Boy and Go. He will also get some practice listening to words that begin with the same sound.

To get the lesson ready, cut along the dotted lines on the first cut-out page. Place the cut-out picture on top of the kangaroo on Worksheet 1, matching the pictures carefully. Tape them together along all four sides, leaving enough room at the top to put things in B.B.'s pouch. Save the worksheet so you can use it again in the next lesson.

Next cut out the four cards on the second cut-out page. Write your child's name on the back of each card. Then cut out the six cards on the third cut-out page. Put all ten of the picture cards in B.B.'s pouch. The worksheets are now ready to go in your child's folder.

What This Lesson Does

Gives your child practice with the numbers from 1 to 6.
Introduces the numeral 6.
Encourages to listen for words that begin with the same sound.

Materials You Will Need

3 worksheets
3 cut-out pages (See instructions)
Magic marker
Paste or glue

Taping

There's someone I'd like you to meet, (child's name). Get page one and see who it is. . B E E P. . . That's B.B. , the Kangaroo. The regular mailman is sick, so B.B.'s delivering the mail today. She borrowed a mailman's hat, but she forgot to write her name on it. Get your magic marker and connect the dots on B.B.'s hat. . B E E P. . . . Very good, (child's name). Do you know what you wrote?. . . Two B's - B.B. That's the kangaroo's name.

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B.B. doesn't need a bag to carry letters. Kangaroos have pouches on their stomachs. Pouches are like big pockets. That's where B.B. is carrying the mail - in her pouch. Take the mail out of B.B.'s pouch. . (Long Pause). . Is there some mail for you, (child's name)?. . Turn the pictures over and see if you can find your name on the back of some of them. . B E E P. . . . Did you find some postcards with your name on the back?. . . How many?. . . (Pause). . Did you find four?. . . If you don't have four, look through the postcards again. When you have four, put them down next to the tape recorder. . B E E P. . . .

Now B.B. has to deliver the rest of the postcards. Can you help her? Let's count the cards. . One. . . two. . . three. . . four. . . five. . . six postcards for you and B.B. to deliver. What shape are the cards?. . . (Pause). . They're squares. You're right! Take the six square postcards and help B.B. deliver the mail.

First get down from the tape recorder. Take the postcards with you. . (Long Pause). . Now walk around the room with B.B.. . Walk. . . walk. . . walk. . . walk. . . walk. . . Walk over to the (window, TV, sofa, etc.) That's where Mrs. Bubblebrain lives. She gets one postcard, so put it down on the (windowsill, TV, sofa, etc.). . (Pause). . Good. How many cards do you have left?. . (Pause). . Did you count five?. . . Fine. Now start walking again. . . Walk. . . walk. . . walk. . . walk. . . Mr. Goosefeather lives over by the ____________. Count two cards for Mr. Goosefeather and put them on the ______________. . (Pause). . Good work, (child's name). Now how many cards are left?. . (Pause). . Three is right. Let's walk some more. . . Walk. . . walk. . . walk. . . walk. . . Barnaby Blabbermouth lives near the ______________. Give Barnaby one postcard. . Put it on the ______________. . (Pause). . How many cards do you have left now?. . (Pause). . Two. Good for you! They're for Mrs. Twinkletoes. She lives over by the __________________. Put the last two postcards on the ________.

. . (Pause). . Very good, (child's name). . You were a big help to B.B.

She needs some more help though. Go back to the tape recorder and look at page two. . (Long Pause). . B.B. has more mail to deliver. Can you help her find the way?. . Get your magic marker. . (Pause). . . Start at the traffic light at the top of the page. What's the word on the bottom light?. . (Pause). . Go is right! B.B.'s route starts at Go. Now she's going to the bank. Put your finger on the bank. It has a number two on it. . . Draw a line along the dots from Go to the bank. . . BEEP. . . . Where will B.B. go next?. . . There's a number three on the barn. Point to the barn. . (Pause). . Draw a line from the bank to the barn. . BEEP. . . . B.B.'s next stop is the bridge. What number is on the bridge?. . (Pause). . A four. Draw a line from the barn to the bridge. . BEEP. . . After four comes five. Point to the big building that's number five. . (Pause). . Draw a line from the bridge to building number five. . BEEP. . . B.B.'s last stop is the Bus station. What number is on the bus station?. . (Pause). . A six is right! Good, (child's name)! Finish B.B.'s path with your magic marker. . BEEP. . . .

I bet B.B.'s tired, delivering mail along that long route. I wonder how far she travelled. Look! The line you drew made a number. Do you know what number it is, (child's name)?. . (Pause). . A six. Wow! B.B. travelled six miles! And she couldn't have done it without you!

Now get the four postcards you put next to the tape recorder. . (Pause). . Tell me what's in the pictures. . (Long Pause). . Did you say a boat. . . a bike. . . a bus. . . and a boy?. . . Very good! Look at the pictures and say the words again with me. Listen very carefully to the sound the words begin with. . . Boat. . . bike. . . bus. . . boy. . . Did you notice something about those words?. . They all begin with the same sound. Let's say the words again. Listen very hard to the sound they begin with. . . Boat. . . bike. . . bus. . . boy. . . Say them once more. . . Boat. . . bike. . . bus. . . boy. . . Boy, oh boy! What a lot of B-words!

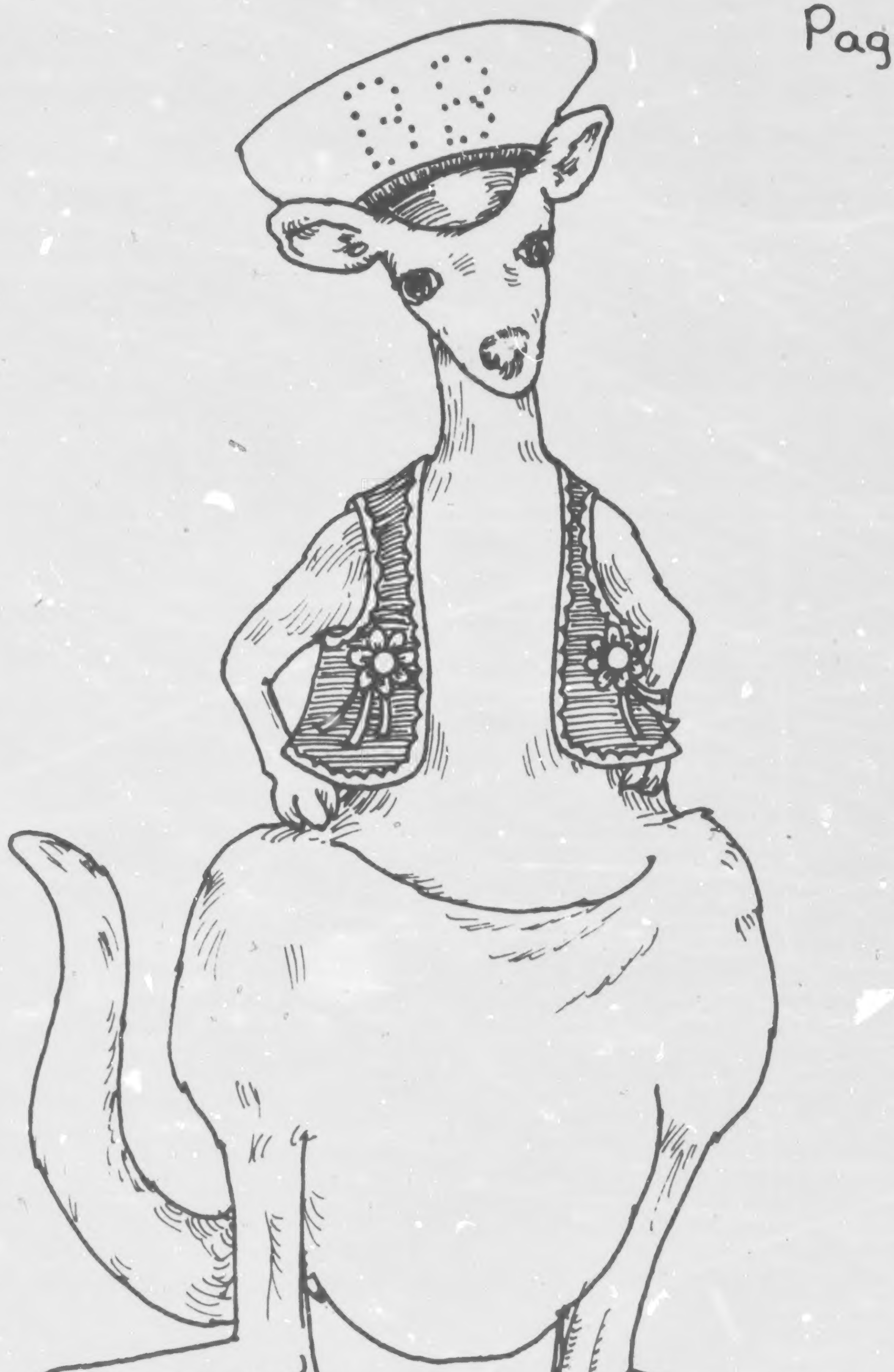
Now let's do something special with your postcards. Get page three. . (Pause). . Some people keep their postcards in a scrapbook. Here's a scrapbook page for your postcards. Get the paste. . . (Pause). . Find the picture of a bus. Paste it in the space that has the word Bus under it. Make sure the picture matches the space before you paste it down. . BEEP. . . . Find the picture of a bike. Paste it in the space that has the word Bike under it. . . BEEP. . . .

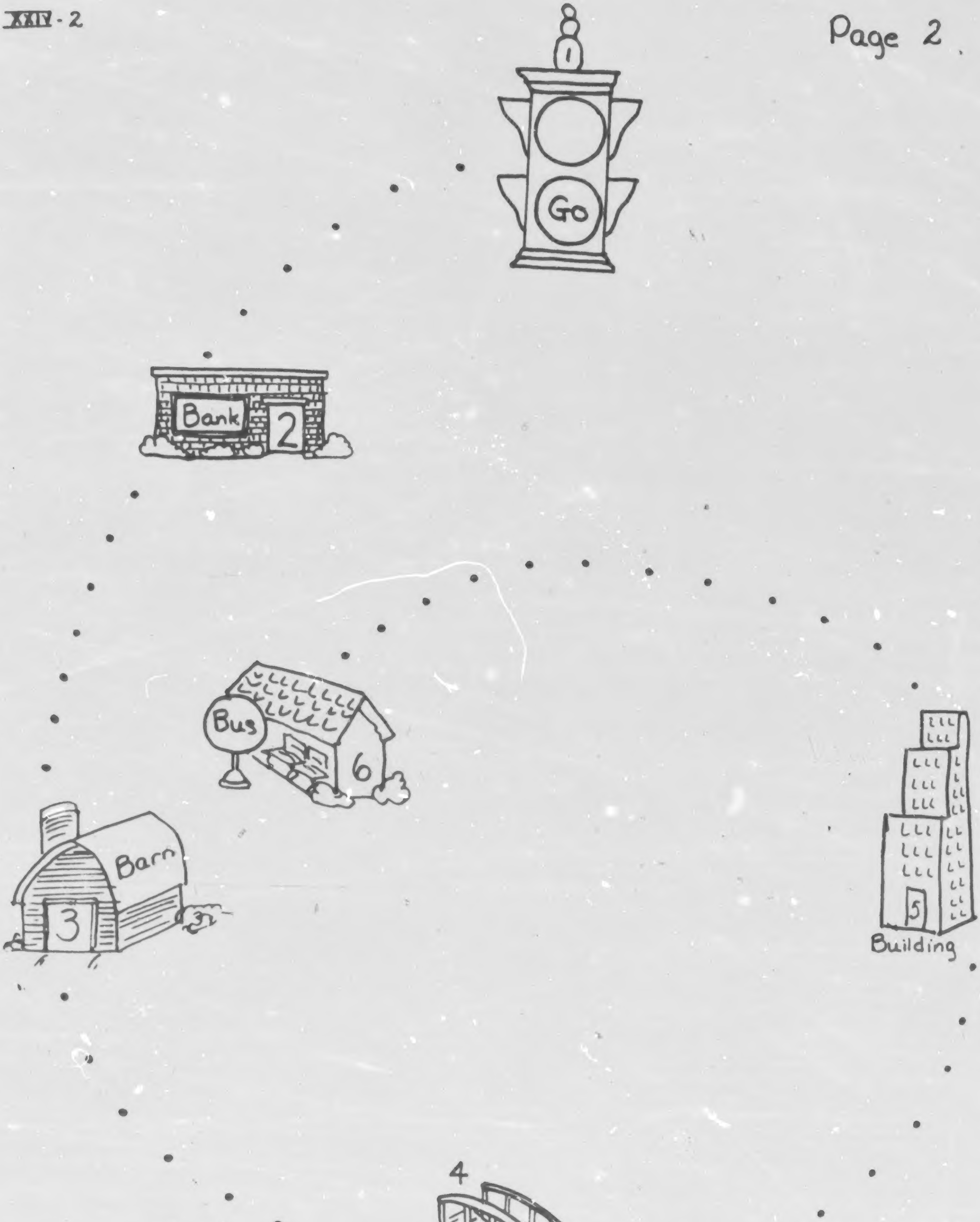
Find the picture of a boat. Paste it in the space with the word Boat under it. . BEEP. . . . Get the picture of a boy. . (Pause). . Paste it in the last space. . . BEEP. . .

Good work, (child's name). You were a big help to B.B. today. Can she come back and see you again?. . . Good. Say bye-bye to B.B.. . . (Pause). . Now come show me the scrapbook of B-pictures you made. . BEEP. . .

XXIV-1

Page 1

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2
Bus
6
Barn
3
Building
5
4
Bridge

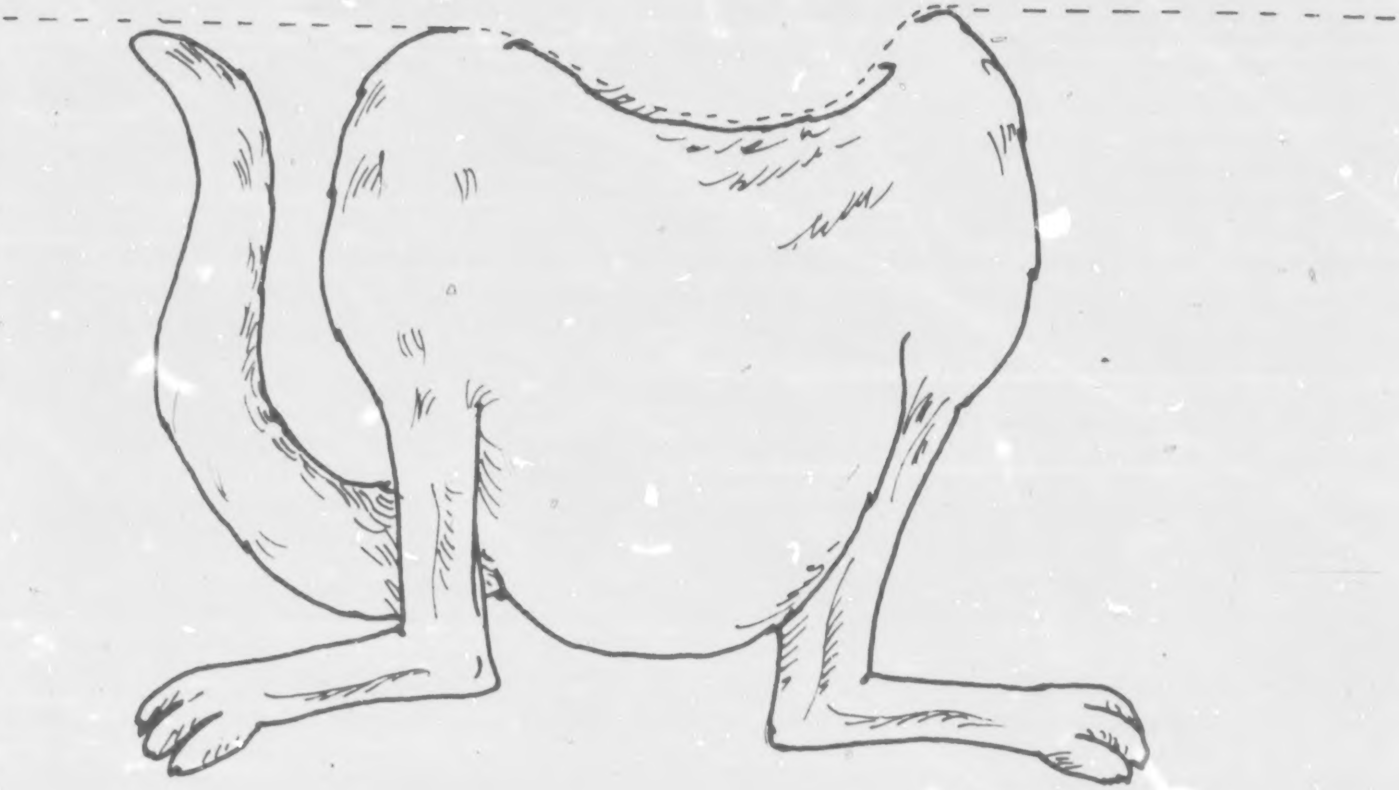
Boy

Bike

Boat

Bus

Cut-out Page 1



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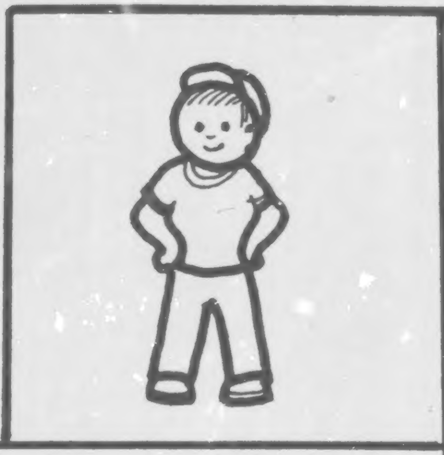

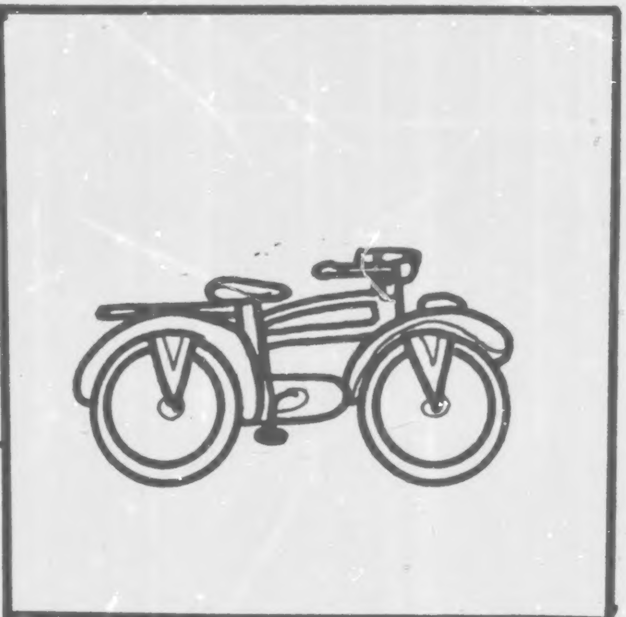

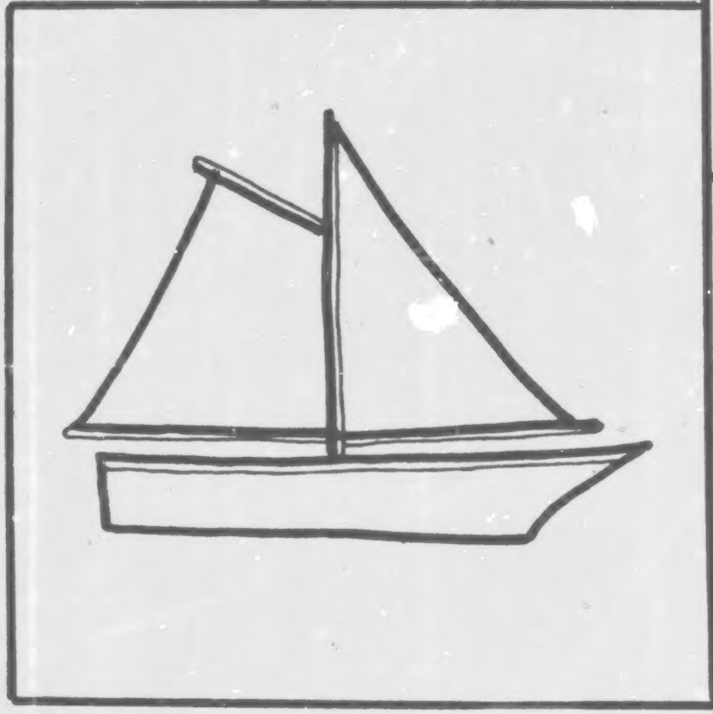

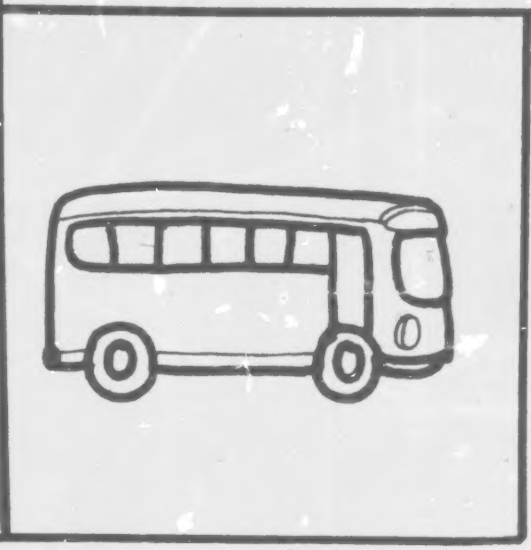

XXIV

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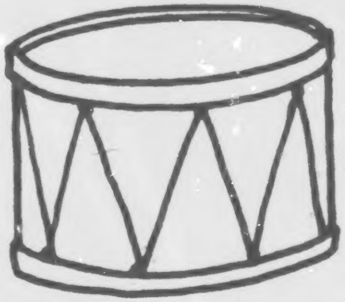
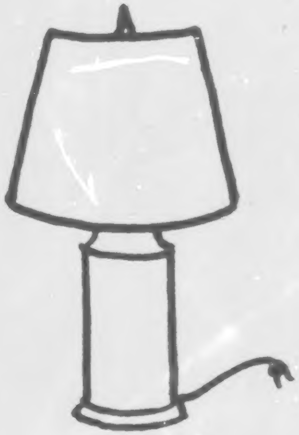
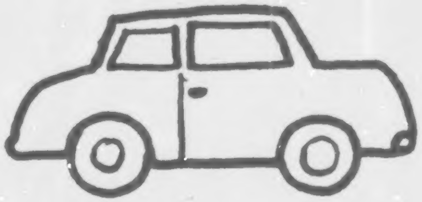
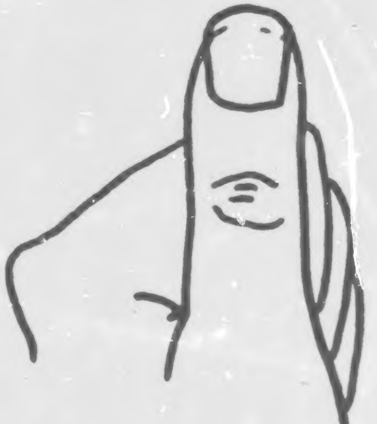
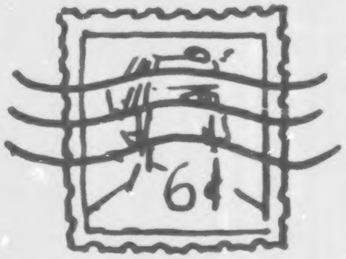
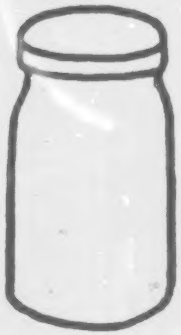












Supp. 24

Hints for Parents

Today your child worked with the numbers from 1 to 6 and with the sight words Bike, Boat, Bus, Boy and Go.

He is also learning to hear words that begin with the same sound. This is another skill that will help your child learn to read.

Here are some more ways you can help him learn:

1. Give him the worksheets, explaining what he is to do with each one. Don't worry if he still can't read the words on the mailboxes. Praise him for what he *does* know and help him with the ones he's not sure of.

2. In today's lesson your child pretended to be a mailman. Children are curious about how letters get from one person to another. You can give him an important learning experience by helping him write and mail a letter to someone in the family.

Let him dictate a short message, or suggest that he make a drawing as a 'letter'. Help him write his own name at the bottom of it. Then show him how to put it in an envelope, seal it and put a stamp on it. Let him watch you write the address on the outside of the envelope. If your neighborhood post office is not far away, your child might like to take his letter there. The postal officer may be able to arrange a short visit around the post office for your child.

Otherwise, you can let him drop his letter in the nearest mailbox. Then let him check the mail delivery each day, so he can see when his letter arrives.

Your child will also enjoy receiving a letter or postcard that's addressed to *him*. Make sure you write his name in large, clear letters on the outside, so he knows it's *his* when the mailman delivers it.

3. Your child is now almost ready to learn to read. You can help him by giving him lots of practice listening to the beginning sounds of words. When he is able to hear words that sound alike, he will have learned something very important. Here is a listening game the whole family can play:

Announce that this will be a game about things that B.B. likes. (B.B. is a kangaroo your child met in today's lesson.) The game goes like this:

The first person asks: "Does B.B. like bananas?" If the word begins with B, everyone shouts: "Yes, B.B. likes bananas!"

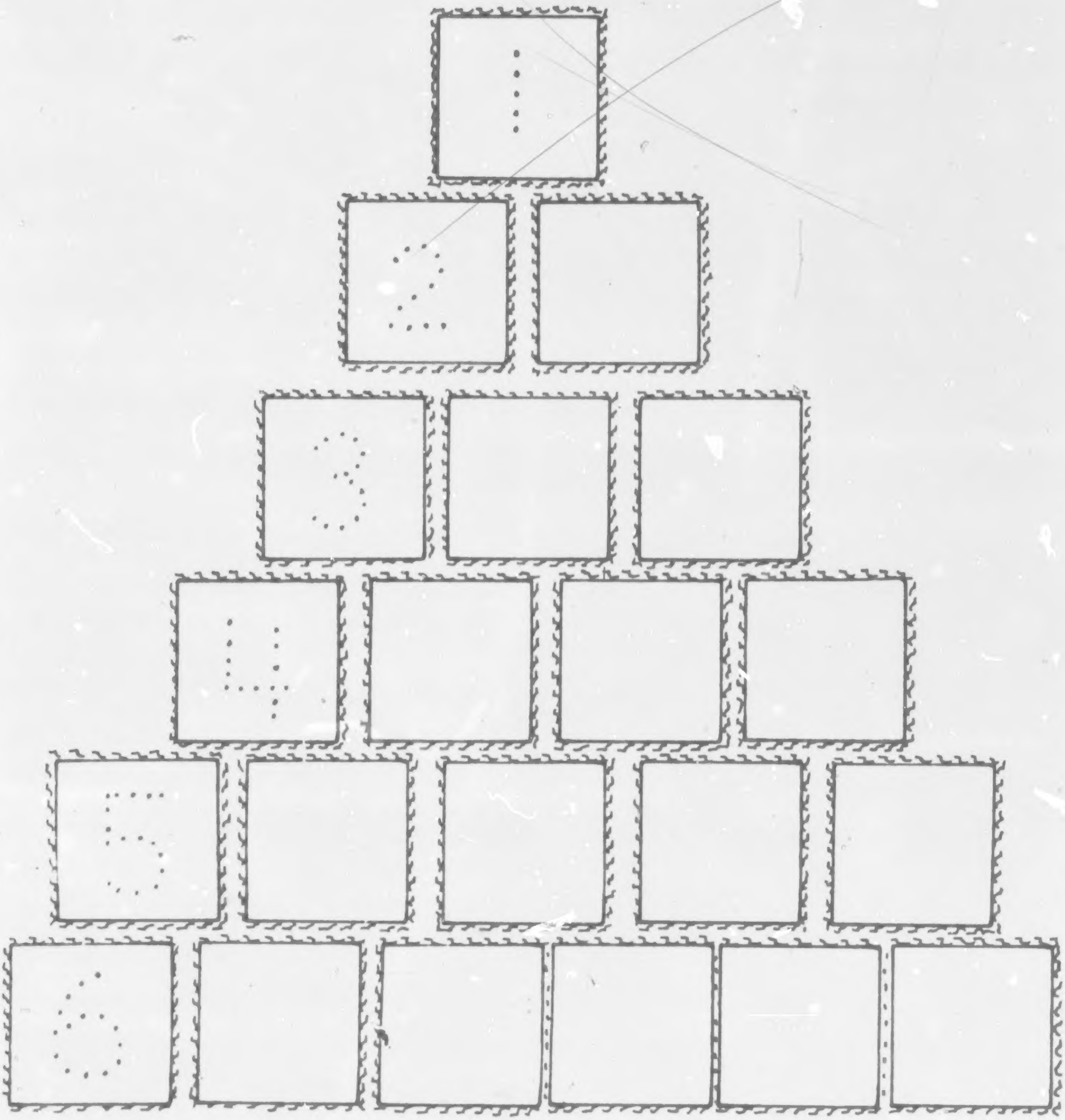
If someone should say: "Does B.B. like candy?" the answer will be: "No, B.B. *doesn't* like candy! "

Don't worry if your child doesn't catch on to the game at first. If you keep encouraging him to listen carefully to the B words, he'll begin to get the idea.

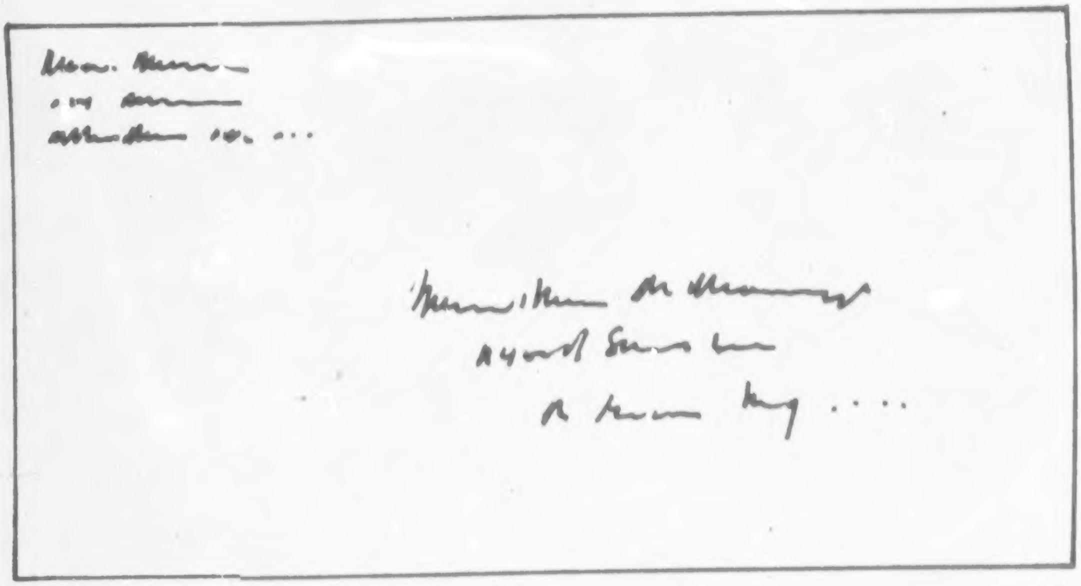
4. If you like, you can help your child make another page in his B-scrapbook. Look through old magazines with him, pointing out things that begin with B. See if he can spot any B-things before you name them. Then have him cut out the B-pictures and paste them on a blank sheet of paper at the top of which you have made a large letter B.

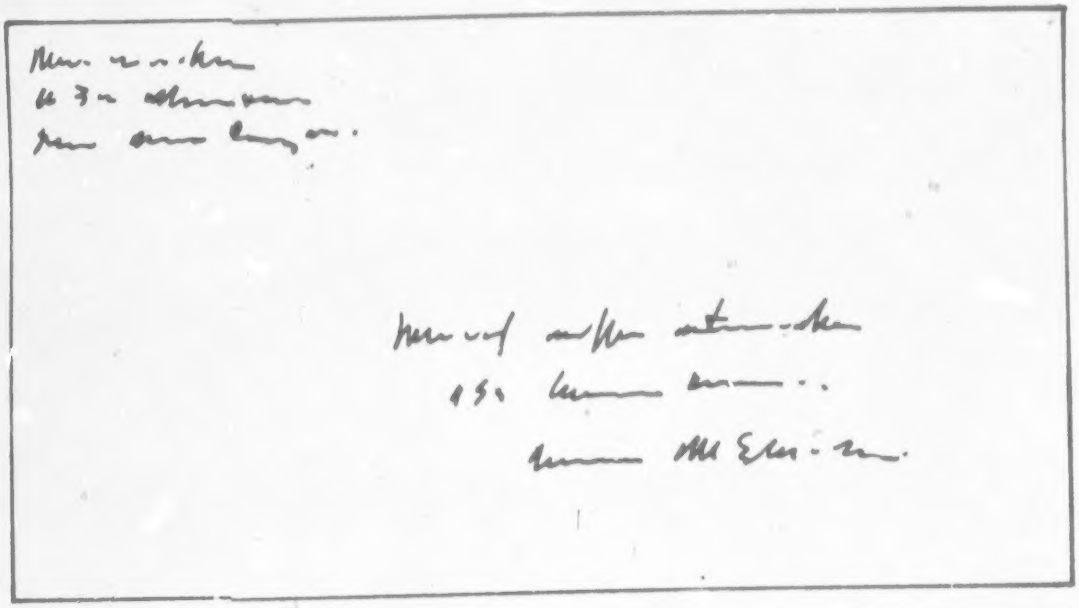
Supp. 24
Page 1

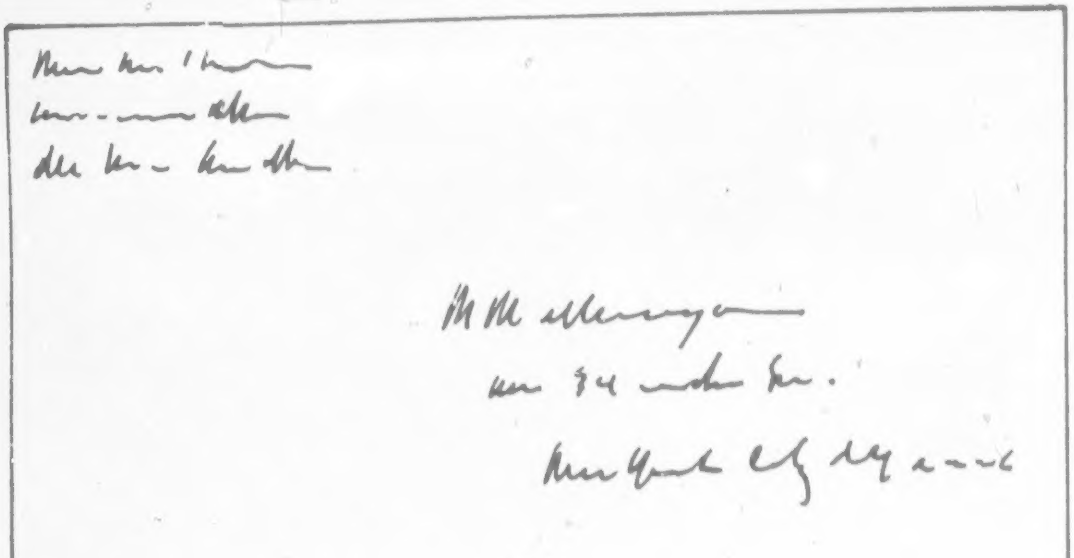
Postage Stamps

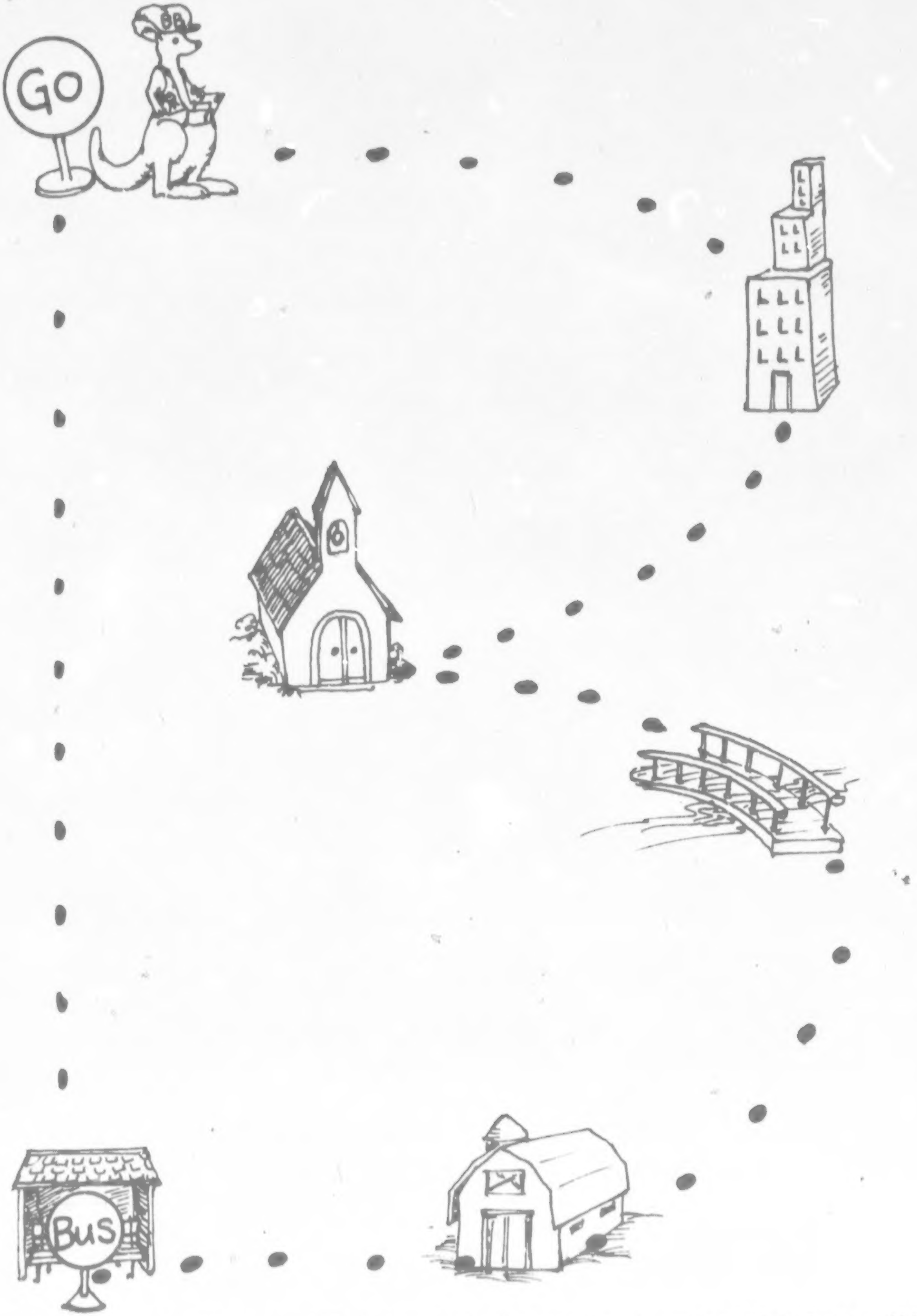


Connect the dots to finish the numbers. Then write the same number in the rest of the postage stamps in that row. Cut out the six stamps that have a #6 in them. Paste them on the envelopes on Page 2. Paste one stamp on the top envelope. Paste two stamps on the middle envelope. Paste three stamps on the bottom envelope.









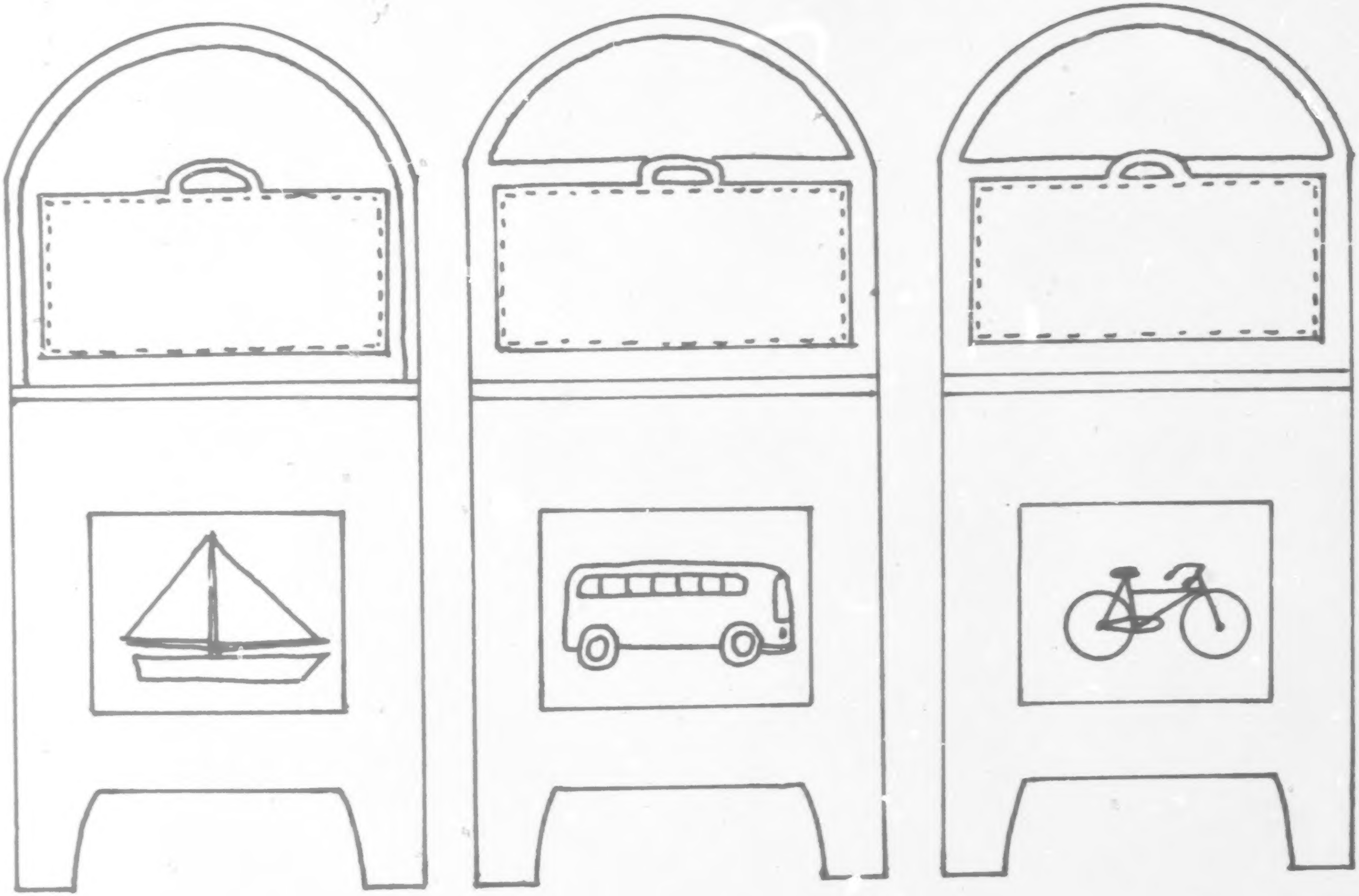
Show B.B. the way to go. Follow her path with your magic marker. What letter did B.B.'s path make? . . . Name the places B.B. stopped at along the way. Color the es that begin with B. Did you find the picture that didn't begin with B?

Supp. 24
Page 4

Bus

Boat

Bike



Cut out the words along the side of the page. Paste the words on the mailboxes where they belong.

LESSON TWENTY-FIVE

Instructions

Today your child will meet a new color - BROWN. He will do more work with the numbers and colorshe has learned so far. He will also get some more practice finding words that begin with the letter B.

To get the lesson ready, put nine pennies in a small envelope. Fold it, if necessary, so it fits in B.B.'s pouch (Worksheet 1 from Lesson 24).

What This Lesson Does

Introduces the color brown.
Reviews the numbers from 1 to 6.
Gives your child more practice listening to words that begin with B.

Materials You Will Need

2 worksheets
Worksheet 1 from Lesson 24
5 crayons (red, orange, yellow, green, and brown)
Scissors
9 pennies in a small envelope (to be placed in B.B.'s pouch)

Taping

Wouldn't it be fun to work in a grocery store (or supermarket), (child's name)?. . . Today *you* can be the one who runs the store. First you'll need to get the food ready. Find page one. . BEEP. . . There are lots of different foods. Point to the carrots. . (Pause). . Color them orange. . . BEEP. . . . Find the bananas. . . What color are bananas?. . (Pause). . . Color the bananas yellow. . BEEP. . . . Point to the string beans. . (Pause) . . . Color the beans green. . BEEP. . . . Point to the beets. . (Pause). . . Color them red. . BEEP. . . . Find the potatoes . (Pause). . What color are potatoes?. . (Pause). . They're *brown*. Can you find your *brown* crayon? Ask me if you're not sure which one it is. . . Color the potatoes *brown*. . BEEP

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Patricia Simms

Now find the bread. . (Pause). . It's dark bread so color it brown, too. . . BEEP. . .

That food looks good enough to eat, (child's name). Get your scissors and cut out the pictures. . BEEP. . . . Good work, (child's name)! Now let's put the food on the shelves. Find page two. . (Pause). . First get the red beets and put them on the space where the sign says four. . BEEP. . Get the orange carrots. . . Put them on the space where the sign says five. . BEEP. . . . Put the green beans where the sign says one. . BEEP. . . . Put the brown potatoes where the sign says six. . BEEP. . . . Put the bread where the sign says two. . BEEP. . . . There's just one space left. What number is on the sign?. . (Pause). . Three is right. Put the bananas on that space. . BEEP. . . .

Your store looks much better, Mr. Grocer. Your first customer will be here any minute. Hurry, let's clean up the store. Get down from the tape recorder. . (Long Pause). . Wow! Look at that dirty floor! Get your make-believe broom. . (Pause). . Now sweep. . . sweep. . . sweep the floor. . . . Sweep over here. . . . . Sweep over there. . . . Now sweep. . . sweep. . . . sweep some more. . . (Pause). . . That's much better, (child's name). Now let's dust off the shelves. Get a dust rag. . (Pause). . . Now make big circles with your rag. . . Dust around. . . and around. . . . and around. . . Dust the top shelf way up high. . (Pause). . . Dust the middle shelf. . . . . Don't forget to dust the bottom shelf, too. . (Pause). . . Good work, (child's name).

Now you better straighten out the shopping carts. Go get one cart. . (Pause). . Push it to the front of the store. . . push. . . push. . . push. . . . Good! Now go get another cart. . (Pause). . Push. . . push. . . push it right into the first one. . . BUMP! There's one more cart. Go get it. . (Pause). . . Now push. . . push. . . push. . . push it. . . BUMP! There! Everything's in place. Just in time, too. Here comes the first customer. Guess who it is. . .

(Pause). . Go back to the tape recorder and you'll see. . (Long Pause). . . Get the last worksheet, the one with B.B. on it. . . Carry her carefully because she has a purse with pennies in her pouch. . (Pause). . B.B. wants to do some shopping. Let's see what she needs. . . Some bread. How much is the bread, (child's name)? Read the number on the sign. . What is it?. . . . (Pause). . Two is right. That means the bread costs two cents. Take the bread and put it in B.B.'s pouch. That's how she'll carry it home. . (Pause). . . .

Get out B.B.'s purse. Take out two pennies and put them on the space where the bread was. . B E E P. . . . B.B. needs some red beets, too. How much do the beets cost? Tell me what the sign says. . (Pause). . Four cents for the beets. Good. Put the beets in B.B.'s pouch. . (Pause). . . Now take four pennies and put them on the space where the beets were. . B E E P. . .

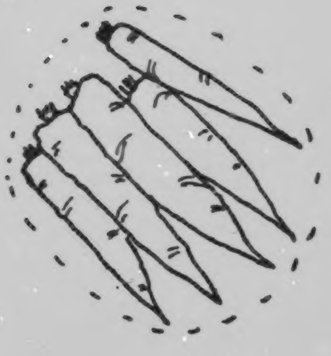
B.B. wants some green beans. How much are the beans?. . (Pause). . One cent! That's a real bargain! Put the beans in B.B.'s pouch. . (Pause). . Take one penny and put it on the space where the beans were. . B E E P. . . . Now B.B. needs some bananas. How much do the bananas cost?. . (Pause). . Two cents is right. Put the bananas in B.B.'s pouch. . (Pause). . Now take two pennies and put them on the space where the bananas were. . B E E P. . . .

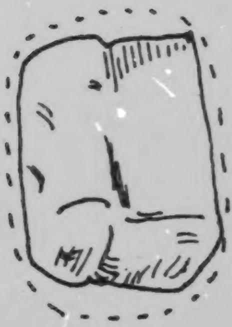
How many pennies does B.B. have left, (child's name)?. . (Pause). . If you counted right, B.B.'s pennies are all gone. Look at the pennies on the worksheet. . . What color are they?. . (Pause). . . They're your new color - BROWN - just like the potatoes and the bread.

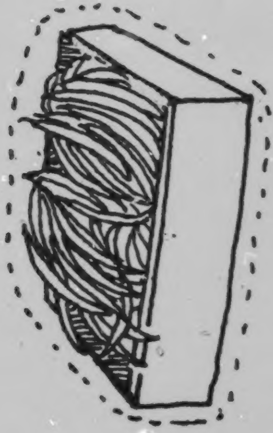
Take all the pictures out of B.B.'s pouch now and spread them out in front of you. . B E E P. . . . Look what B.B. bought. Bread. . . beets. . . beans and bananas. Listen to the sound those words begin with. Say the words. . . Bread. . . beets. . . beans. . . bananas. . . They all start with B, don't they?. . . Let's say them one more time. Listen to the sound they all begin with. . . Bread. . . beets. . . beans. . . bananas. . . . B.B. likes

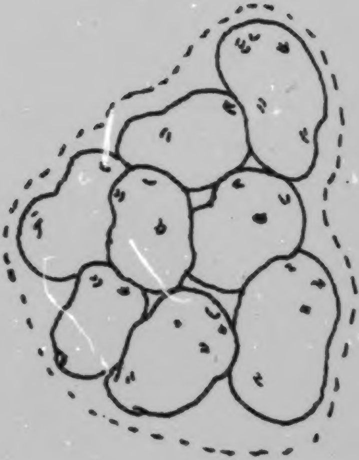
B-things best. What does B.B. like? You say what I say: B.B. likes beets. . (Pause). . B.B. likes bananas. . (Pause). . B.B. likes bread. . (Pause). . . B.B. likes beans. . (Pause). . Here are some more things B.B. likes. Say them after I do: B.B. likes _b_ubblegum. . (Pause). . B.B. likes _b_alloons. . . B.B. likes _b_ell _b_ottoms. . (Pause). . What else do you think B.B. likes, (child's name)?. . . . .

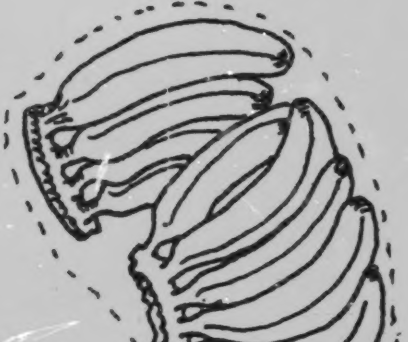
You did a _b_ig _b_usiness in B's today, selling all those B-things. B.B. thanks you for being such a fine storekeeper, and so do I. . BEEP. . .

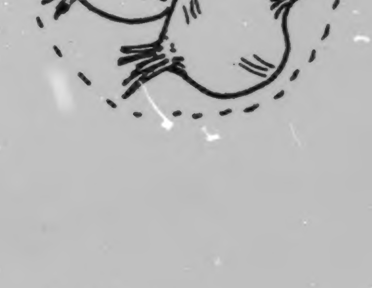












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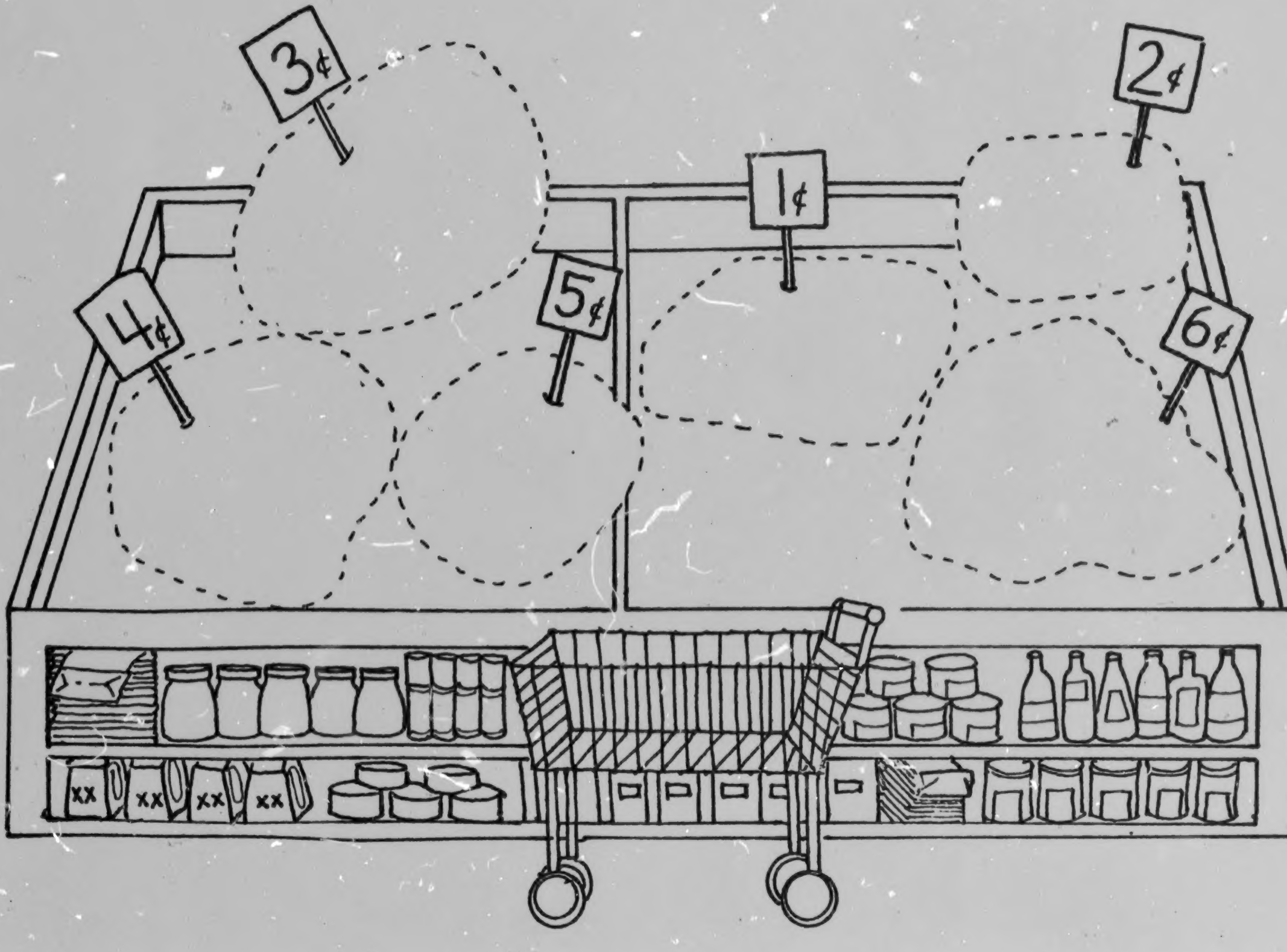
2


3¢
2¢
1¢
4¢
5¢
6¢
XX
XX
XX
XX

Hints for Parents

Today your child met a new color - BROWN.

He did more work with the numbers and colors he has learned so far.

He also got more practice finding words that begin with the letter B.

More Ways You Can Help Your Child Learn

1. Give him the attached worksheets.

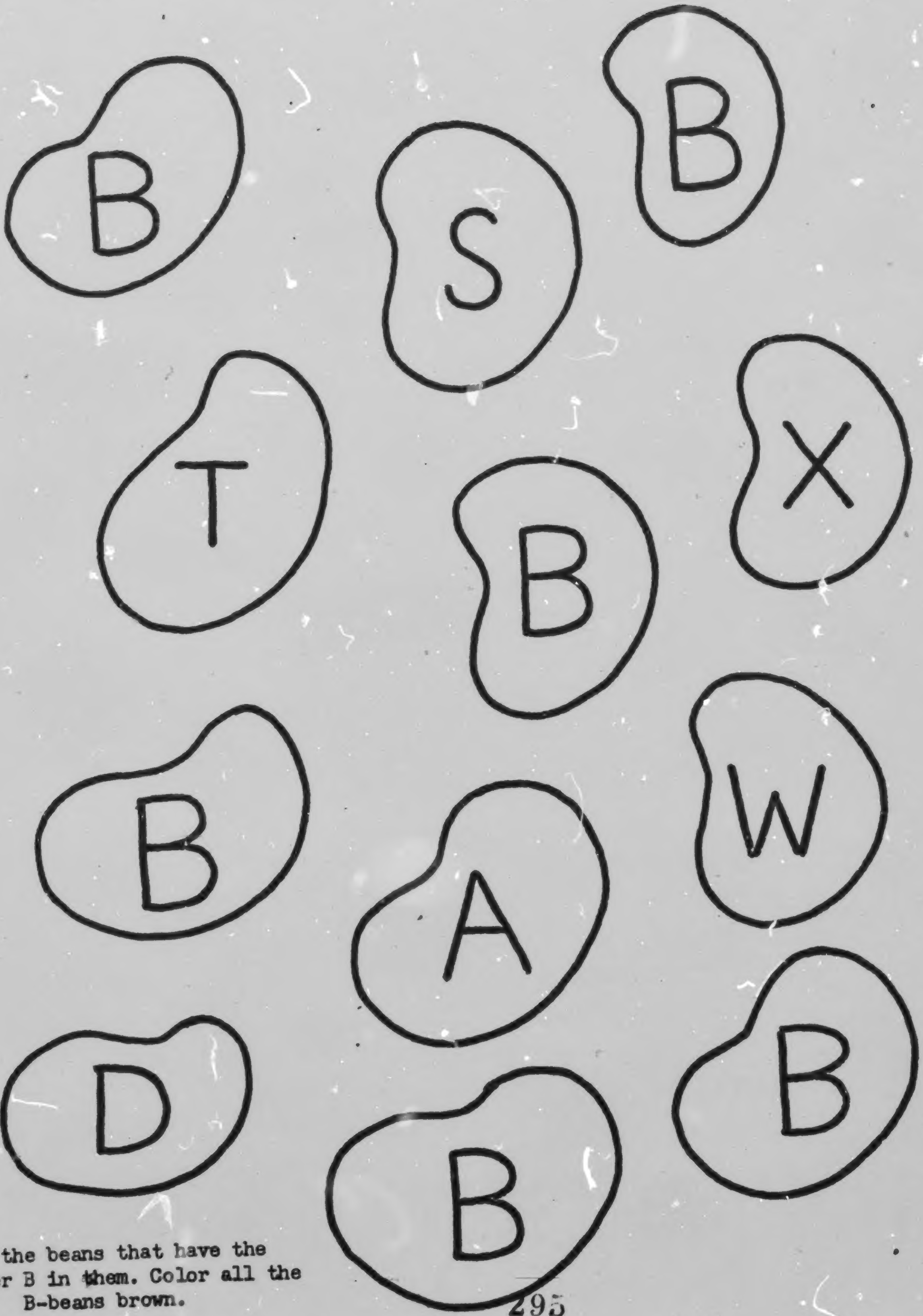
2. Here are two activities that will give your child more practice counting to six. For the first one, you will need half of an empty egg carton and 26 dried beans, corn or other small objects. Write the numbers 1 to 6 in the holes. Then show your child how to count out as many beans as the number says and put them in the holes. If he counts correctly, he'll have no beans left when he finishes the game.

Another counting game can be played with a six-pack of bottles. First ask your child to count the bottles when the carton is full. Then have him shut his eyes while you take out several bottles. When he opens his eyes, ask him how many bottles you took away. How many bottles are left? Let him take out some of the bottles while you're not looking. You can vary the game any way you like. He'll enjoy playing at the same time that he's getting some good counting practice.

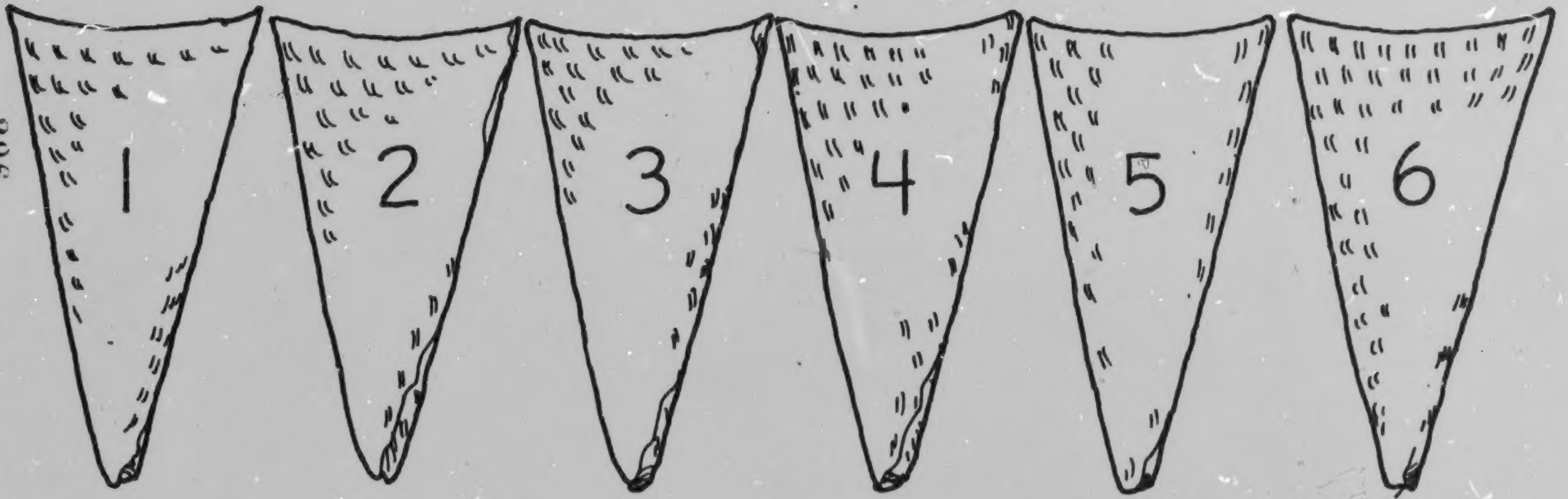
3. Another way to help your child hear words that begin with B is to have a B-word hunt around the house. Have an older child look for things that begin with the letter B, such as bed, book, basket, bureau, etc. Have him print the names of these B-objects on pieces of paper at least 2" x 4". Then tape the cards to the objects. Ask your younger child to go around the house hunting for the B-cards.

When he has found all the cards, ask him to draw a picture of the object on the back of each one. Then let him show the pictures to others in the family to see if they can guess what B-words he has drawn. Later on, the child can place the cards on a table with the pictures face down. See how many of the pictures he can guess correctly. If he plays this game several times, he'll soon learn to read some new sight words.

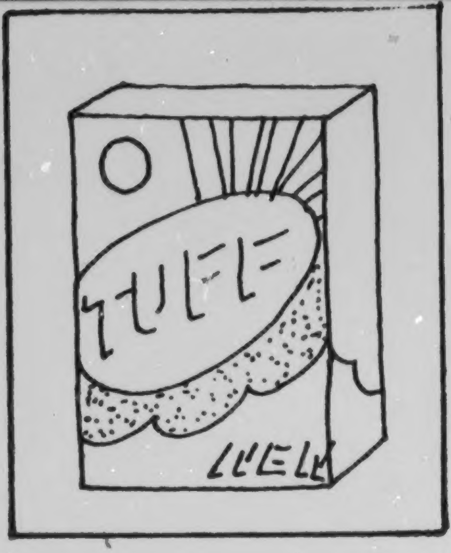
B- Beans

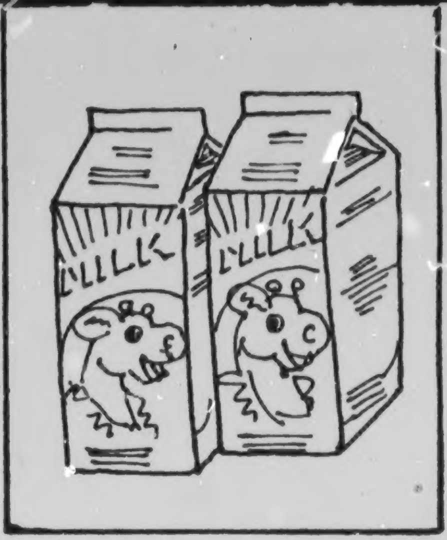

B
S
B
T
X
B
B
W
A
D
B
B

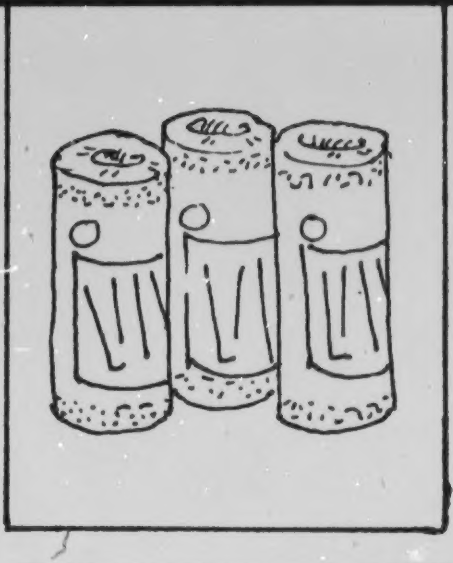
Find the beans that have the letter B in them. Color all the B-beans brown.

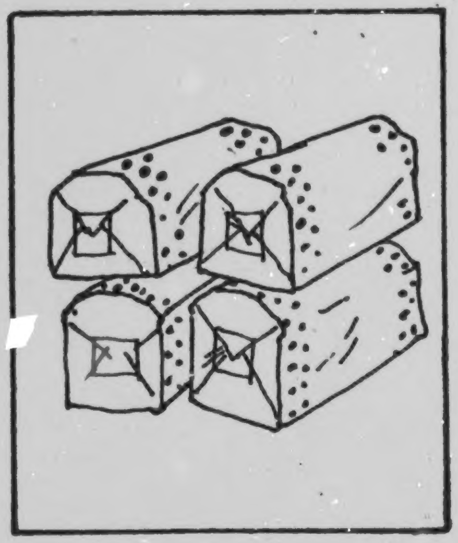


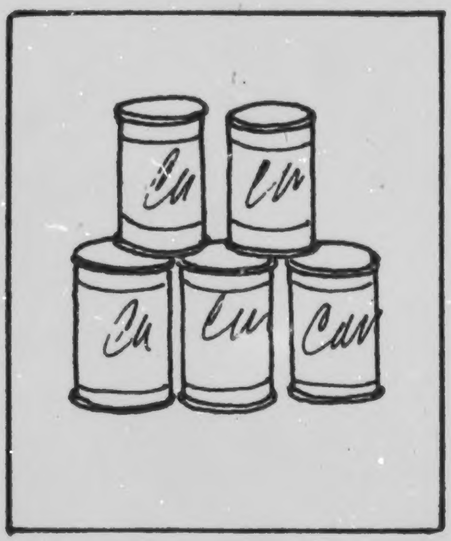
Draw one scoop of chocolate ice cream in cone #1. Draw two scoops of lemon ice in cone #2. Draw three scoops of strawberry ice cream in cone #3. Draw four scoops of orange ice in cone #4. Draw five scoops of pistachio (green) ice cream in cone #5. Draw six different colored scoops of ice cream in cone #6. If you like you can color all the ice cream cones brown.

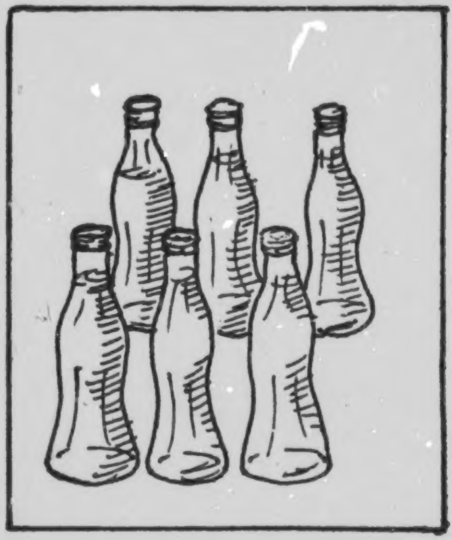




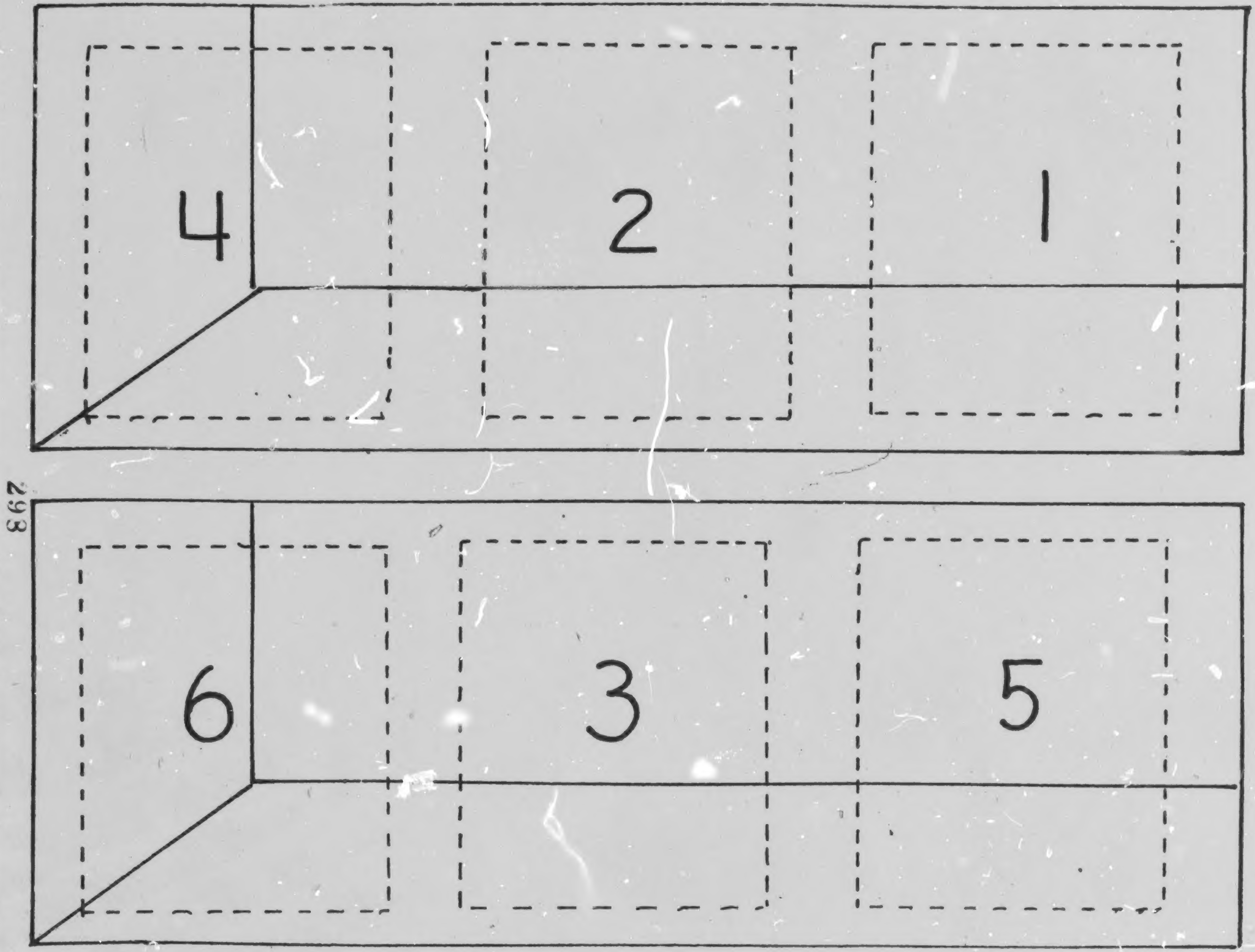








Color the one box blue. Color the two milk cartons red. Color the three cans of cleanser yellow. Color the four loaves of bread orange. Color the five cans green. Color the six sodas brown. Now cut out the pictures you colored. Get worksheet 4. Paste the picture with four things in the space that has a #4.in it. Paste all the rest of the pictures on the shelves where they belong.



LESSON TWENTY-SIX

In this lesson your child will get a lot of practice with numbers. He will meet a new sight word - Car and will also learn about the ideas of first, next and last.

To get the lesson ready, cut out the squares with numbers on the cut-out page and place them in a cup or bowl. To make the "track", tape pages 4 through 8 together, so that Go (Page 4) is on the left and the checkered finish line (Page 8) is on the right. You should also have ready a box about the size of a shoebox for your child to use as a tunnel in the racing game. Cut off both ends of the box, making sure there is room for two cars to go under it and that it is wide enough to straddle the track.

What This Lesson Does

Helps your child understand the meaning of first, next and last.
Introduces the sight word Car.
Reviews the numbers from 1 to 6.
Reviews the colors your child has learned so far.

Materials You Will Need

8 worksheets
1 cut-out page
Crayons
Scissors
Magic marker
Cup or bowl for cut-out numbers
Cardboard box for tunnel (See instructions)

Taping

Are you ready to do something exciting, (child's name)? . . . . Today we're going to a car race. Get your first worksheet. It has a one at the top. . B E E P. . . . That's the gate where people buy tickets to the races. Do you have a ticket, (child's name)?. . . . . Uh, oh! How will you get in?. . . . I bet if you help the man in the parking lot, he'll let you in free. Do you see the bus. . . the bike. . . and the car waiting in a row?. . . Show them where to park.

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Put your hand on the left side of the page. . (Pause). . That's where the parking lots are. The top space is for bikes. Point to the space that says Bike. . (Pause). . What does the middle word say?. . (Pause). . Bus is right. Good for you. There's a new word in the bottom space. Can you guess what it says?. . . I'll give you a clue. What else needs a space to park?. . (Pause). . A car. Right you are! Point to the word car. . (Pause). .

Tell me, (child's name). Two of those words start with the same letter. Which two are they? Say them loud so I can hear you. . (Long Pause). . Did you say Bus and Bike?. . . Wonderful! Bus and Bike both begin with B.

Now show everyone where to park. The bike is first in line. Get your magic marker. . (Pause). . Draw a line from the bike to the space that says Bike. . B E E P. . . The bus is next. Draw a line from the bus to the space that says Bus. . B E E P. . . . The car is last. That means it's at the end of the line. Show the car where to park. Draw a line from the car to the space that says Car. . B E E P. . . .

You did a fine job, (child's name). The ticket man says go right in. Get page two and we'll look around. . (Pause). . That's a pit where cars get ready to race. What number is on the car that's in the pit?. . (Pause). . A five. Good. Look who the pitmen are! There's Rudy on the left. Who's next to Rudy?. . (Pause). . Good old Ship Shapely. Who's the last pitman on the crew?. . (Pause). . B.B. Kangaroo. How'd you get on the pit crew, B.B.? Point to Rudy. . . He's carrying the water can. Help him out, will you, (child's name)? Color the water can blue. . B E E P. . . . Make some red stripes on Rudy's overalls, too. . B E E P. . . . What do you think is in Ship Shapely's can?. . . . Oil! Color the oil can brown. . B E E P. . . . Give Ship a nice yellow jacket. . B E E P. . . . Do you know what B.B.'s doing?. . . . . . . She's going to put gas in the tank. Color the gas hose orange. . B E E P. . . Color B.B.'s apron any color you like. . B E E P. . . .

Now it's almost time for the race to start. Get page three. . (Pause). . There are the cars that will be racing. Color the number five car red. . B E E P. . . Color the number six car green. . B E E P. . . Now cut out the cars. . B E E P. . . Fold the cars along the dotted lines to make them stand up. . B E E P. . .

Now get the race track and spread it on the floor. . B E E P. . . . Point to the word on the left side of the track. . . What does it say?. . . (Pause). . Go is right! The cars start at Go. Color one word Go red. . B E E P . . . Color the other word Go green. . B E E P. . . Now put the red car on the red Go and the green car on the green Go. . (Long Pause). . Now let's get the track ready. Get the box. . (Long Pause). . The box will be a tunnel. Put it across the race track. Call me if you're not sure how to do it. . B E E P. .

Now the cars are ready to go. BANG! They're off! Make car five go almost up to the tunnel. Brmmmm. . . . Brmmmm. . . . Brmmmm. . . . Uh, oh! Car five has a flat tire! Is he stuck inside or outside of the tunnel?. . . (Pause). . He's stuck outside the tunnel. Tough luck!

Now take car number six and move it into the tunnel. . (Long Pause). . putt. . putt. . . putt. . . putt. . . Wow! Number six stopped, too. He must be out of gas. Is number six stuck inside outside of the tunnel?. . (Pause). . Inside the tunnel. What a mess! It doesn't look like car six can win the race either. But the car five driver fixed his flat tire. Drive car five through the tunnel and out the other side. . (Long Pause). . POW! BANG! The engine stopped. Car five is in trouble unless her pitmen can fix her up fast.

Car six got more gas, so he can go again. Take car six and move him outside the tunnel. Brrrmmmm. . . . Brrrmmmm. . . . Brrrmmmm. . . .. Look out! Car five can't see the other car stuck on the track. Make the two cars crash. . (Pause). . . Good, nobody's hurt. Car five is starting up again. He's off! It looks like he'll make it this time. Hooray! Car number five wins the race!

Now take the tunnel off and let's have a different kind of race. . (Long Pause). . Put the cars back on Go. . (Long Pause). . Now get the cup (or bowl) with little squares of paper. . (Pause). . Reach inside the bowl and pick out any piece of paper. . (Long Pause). . Read the number. . (Pause). . That number tells how many spaces car five can move. Move car number five the number of spaces the paper says. . (Long Pause). .

Pick a number for car six. . (Pause). . What number did you get?. . (Pause). . Count that many spaces and stop. . (Long Pause). . Put car six on the space where you stopped. . (Long Pause). . Now pick another number and move car five again. . BEEP. . . . Pick a number and move car six. . . (Pause). . Keep going till one of the cars gets to the finish line. . BEEP. .

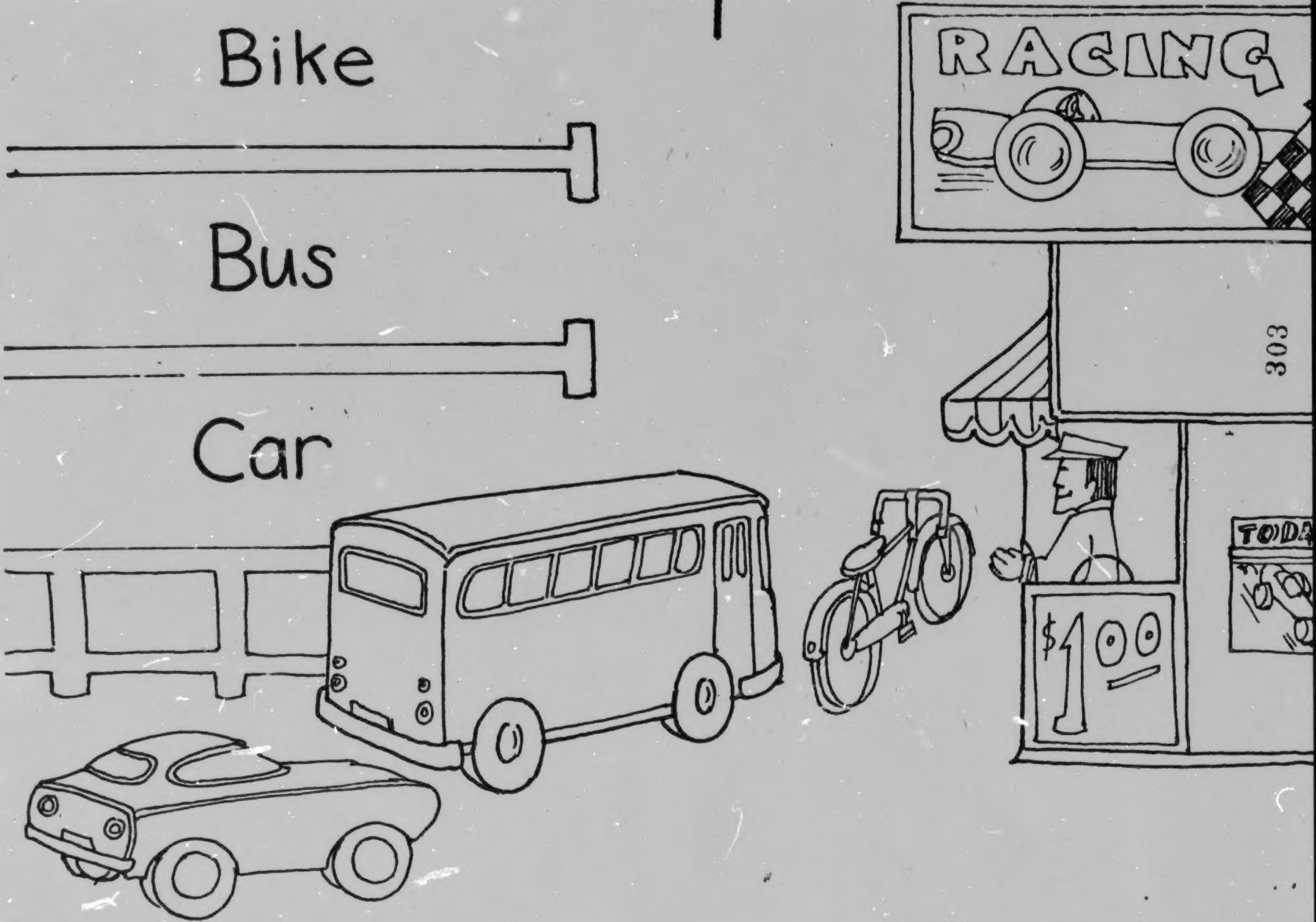
Who won this race, car five or car six?. . (Pause). . If you like you can race the cars some more now. . BEEP. . . . .

1

Bike

Bus

Car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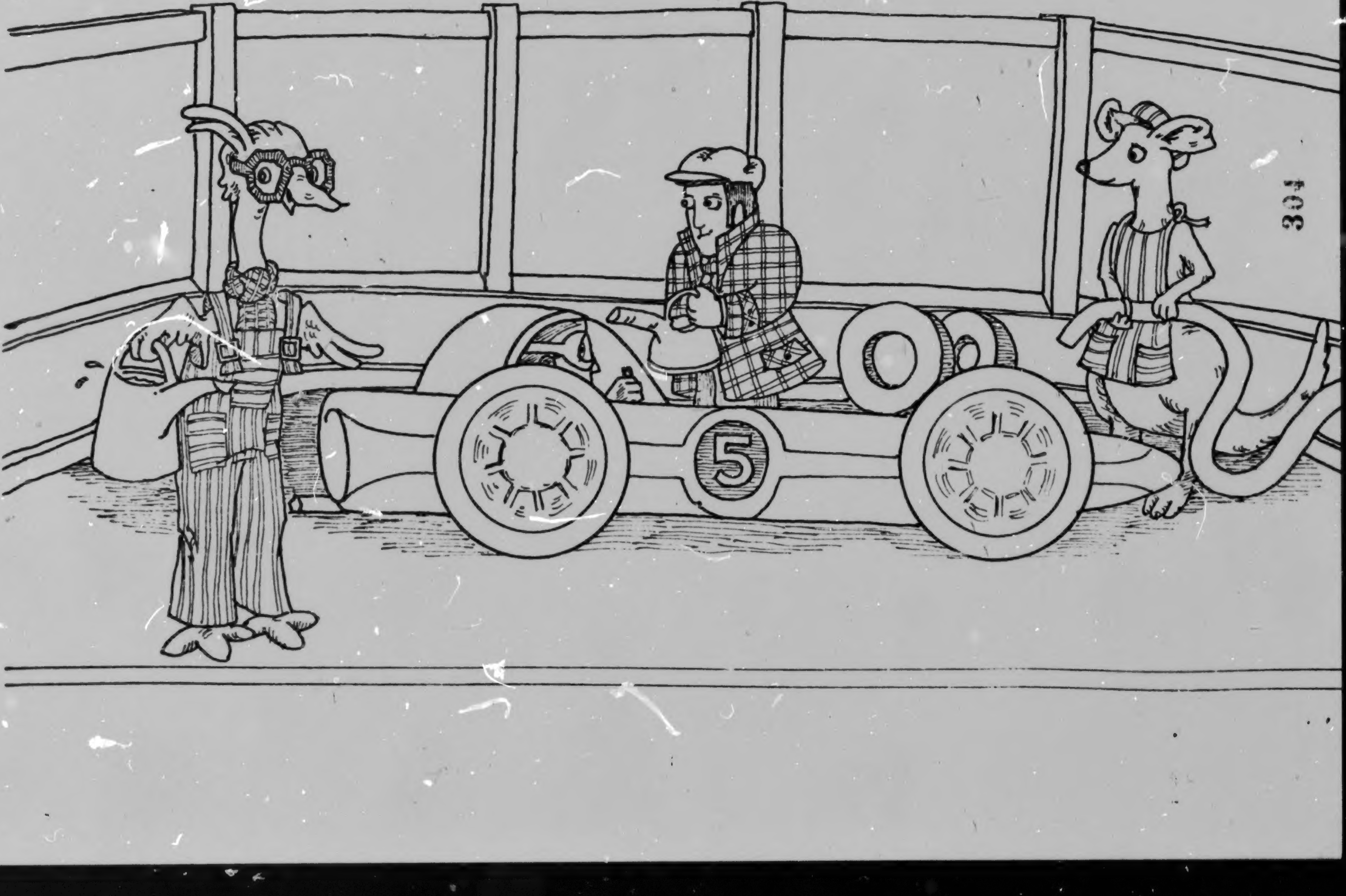
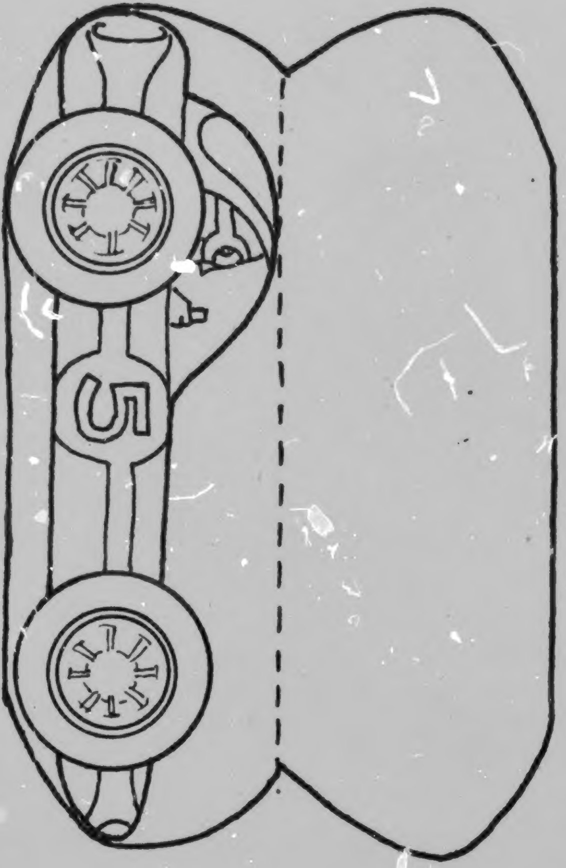
2

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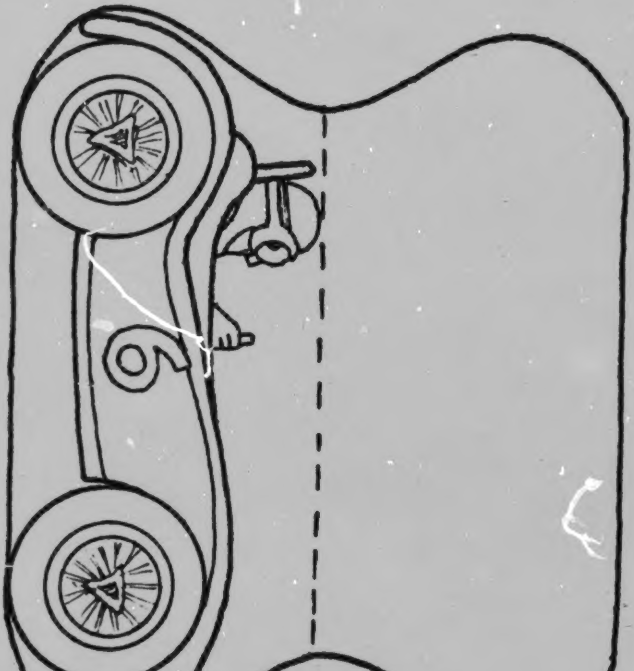
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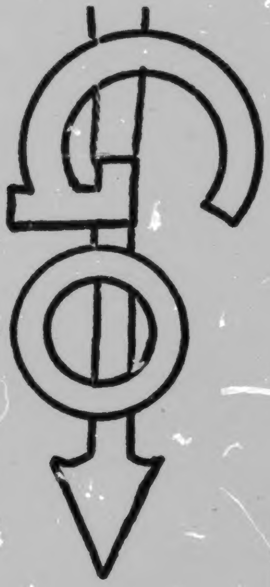
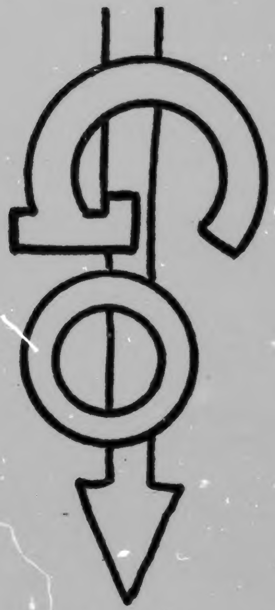
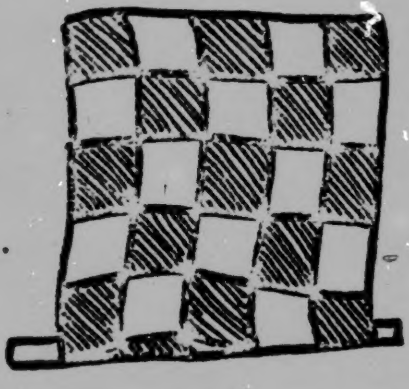
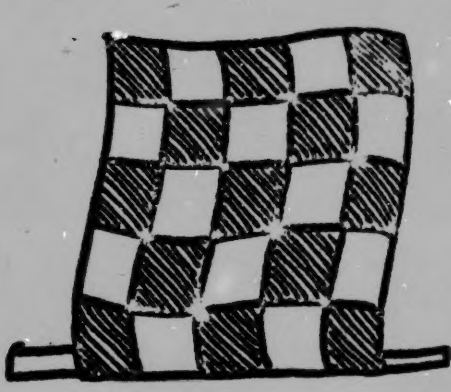








XXVI- Cut Out Page

1	1	1	2
2	2	3	3
4	4	4	5
5	5	6	6
1	2	2	3

Hints for Parents

Today your child did more work with the numbers from 1 to 6.
He also learned a new sight word - Car.

Here are some more things you can do to help your child practice the new ideas he is learning in his lessons:

1. Give him worksheets 1, 2, and 3.

2. Your child might enjoy having a treasure hunt around the house. To play the game, you will need the picture cards on the fourth supplementary worksheet. Cut out the cards and select the ones you want to use.

For the "treasure", you can hide a cooky, a piece of candy, or even a small toy, such as a balloon, a ball or a whistle. Hide the treasure someplace that is pictured on one of the cards.

Keep out one card to give your child to start the game. Hide the other cards as the pictures direct. For example, if you give your child the card that says, "Go to the   ", you must put the next card somewhere around the TV.

If the second card says, "Go to the   ", then card #3 should go somewhere around the bathtub.

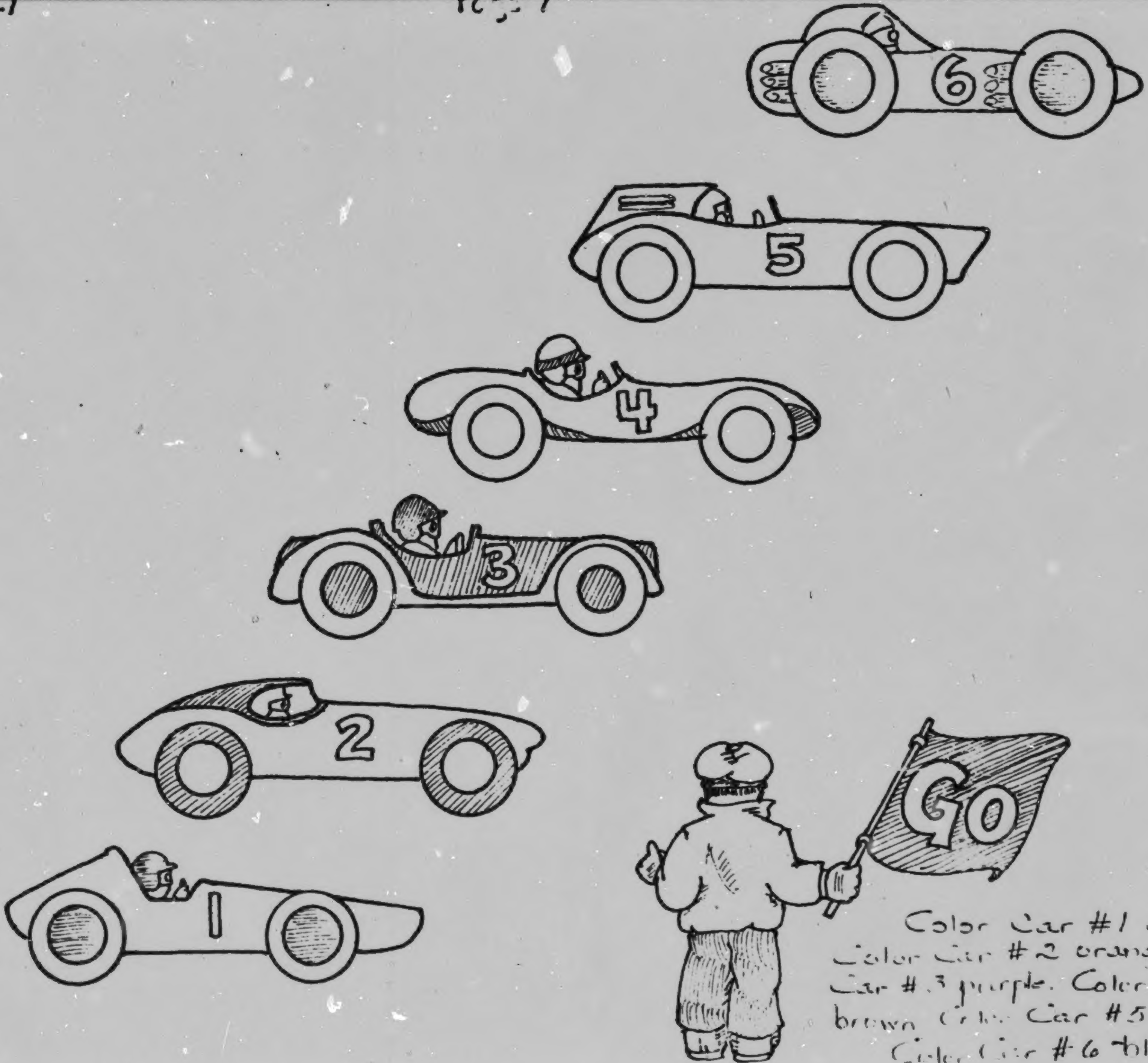
You may need to color in some of the pictures so your child knows just which one it is. If you like, you can put your own drawings in the spaces on the two cards that have not been completed.

When you give your child the first card, help him read the words on the card. See if he remembers the word Go, and then tell him what the other two words say.

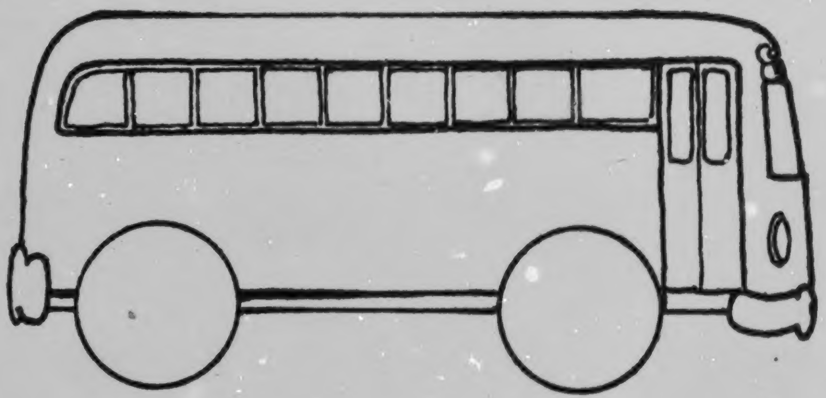
If he enjoys playing the treasure hunt game, you might suggest that he hide the pictures and the treasure for someone else in the family to find.

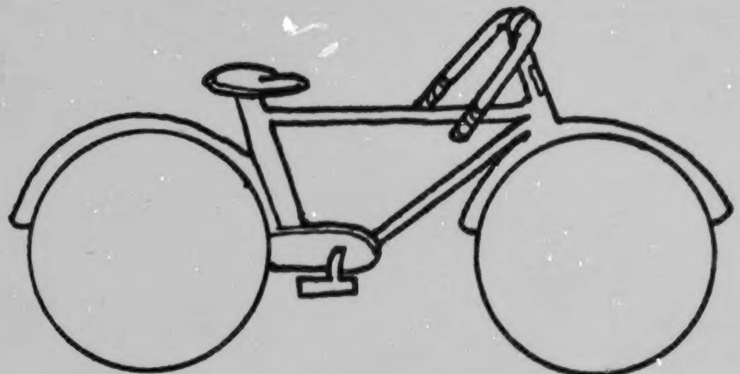
3. The fifth worksheet is another sight word card to help your child learn today's new word - Car. Add it to the other sight word cards and encourage him to practice reading the words as often as possible.

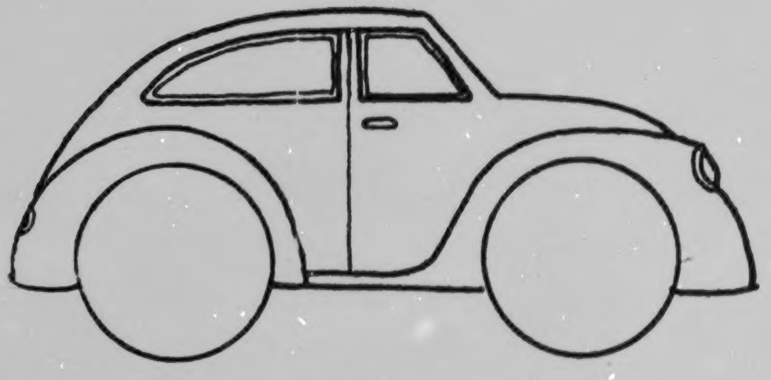
If you have lost any of the cards, you can ask your child's Learning Partner for duplicate copies. Your child might also enjoy making his own cards. Let him draw pictures of a bike, a boat, a bus, a traffic light (Go), and a car. Write the words on the backs of the cards. Then place all the cards, pictures face down, on the floor or table and see how many your child can identify correctly.

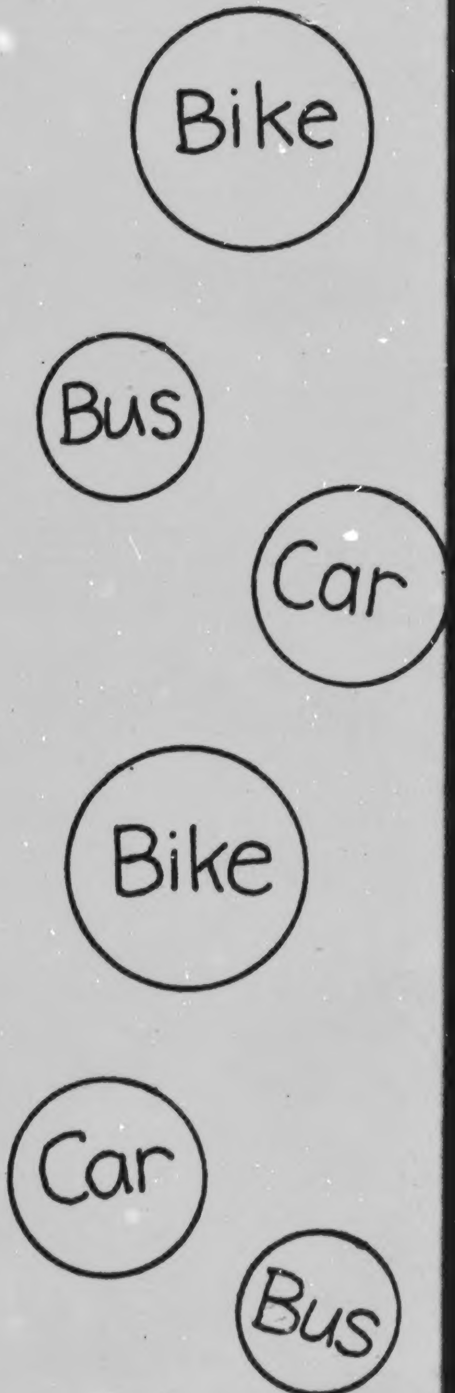


Color Car #1 green Color Car #2 orange Color Car #3 purple. Color Car #4 brown Color Car #5 yellow Color Car #6 blue

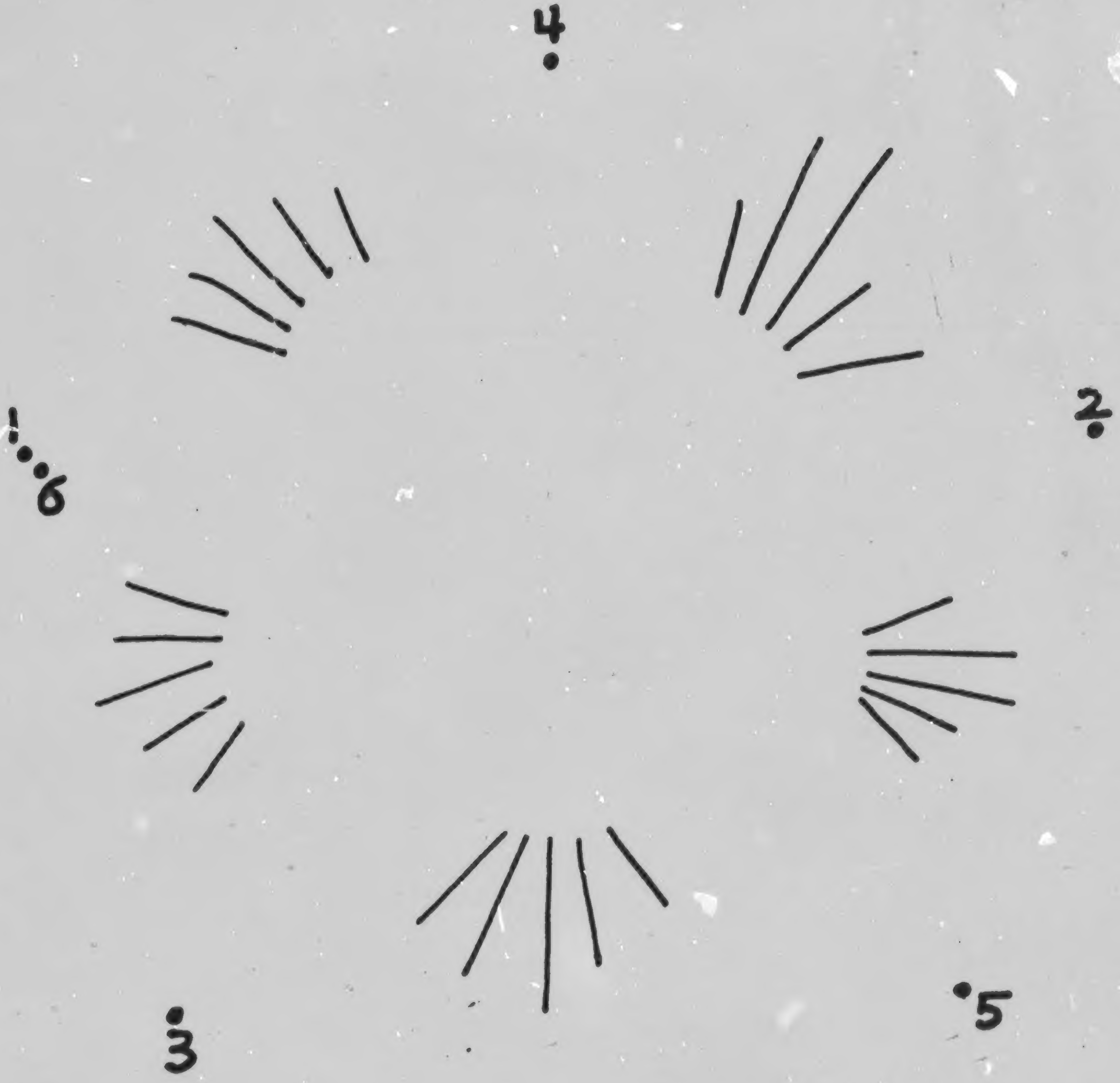








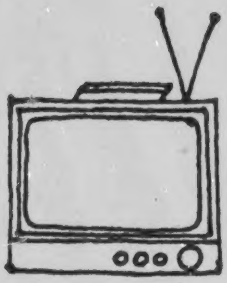
Can you put the wheels where they belong? Cut out the circles that have words in them. Find the two wheels that say Bus. Paste them on the bus. Find the two wheels that say Bike. Paste them on the bike. What word is on the last two wheels? Paste them on the car.



Draw a line from #1 to #2. Draw a line from #2 to #3. Draw another line from #3 to #4. Draw one from #4 to #5. Draw one more from #5 to #6. Did you find the hidden picture?

p.26-4

Go to the



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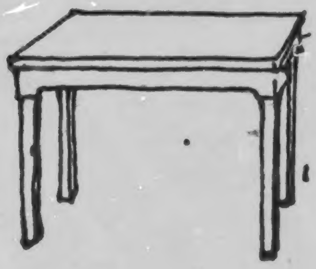

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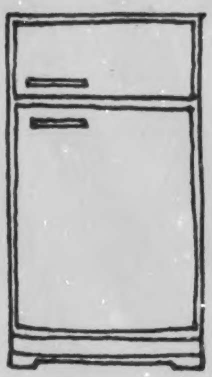

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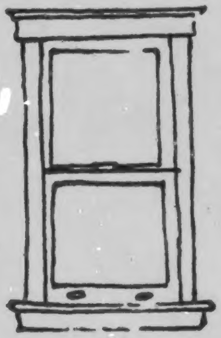

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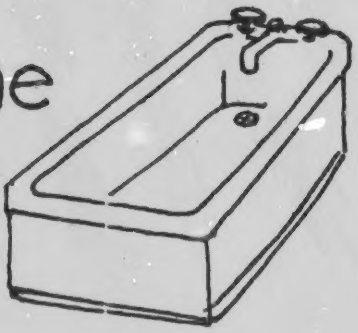

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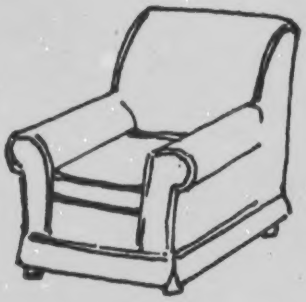

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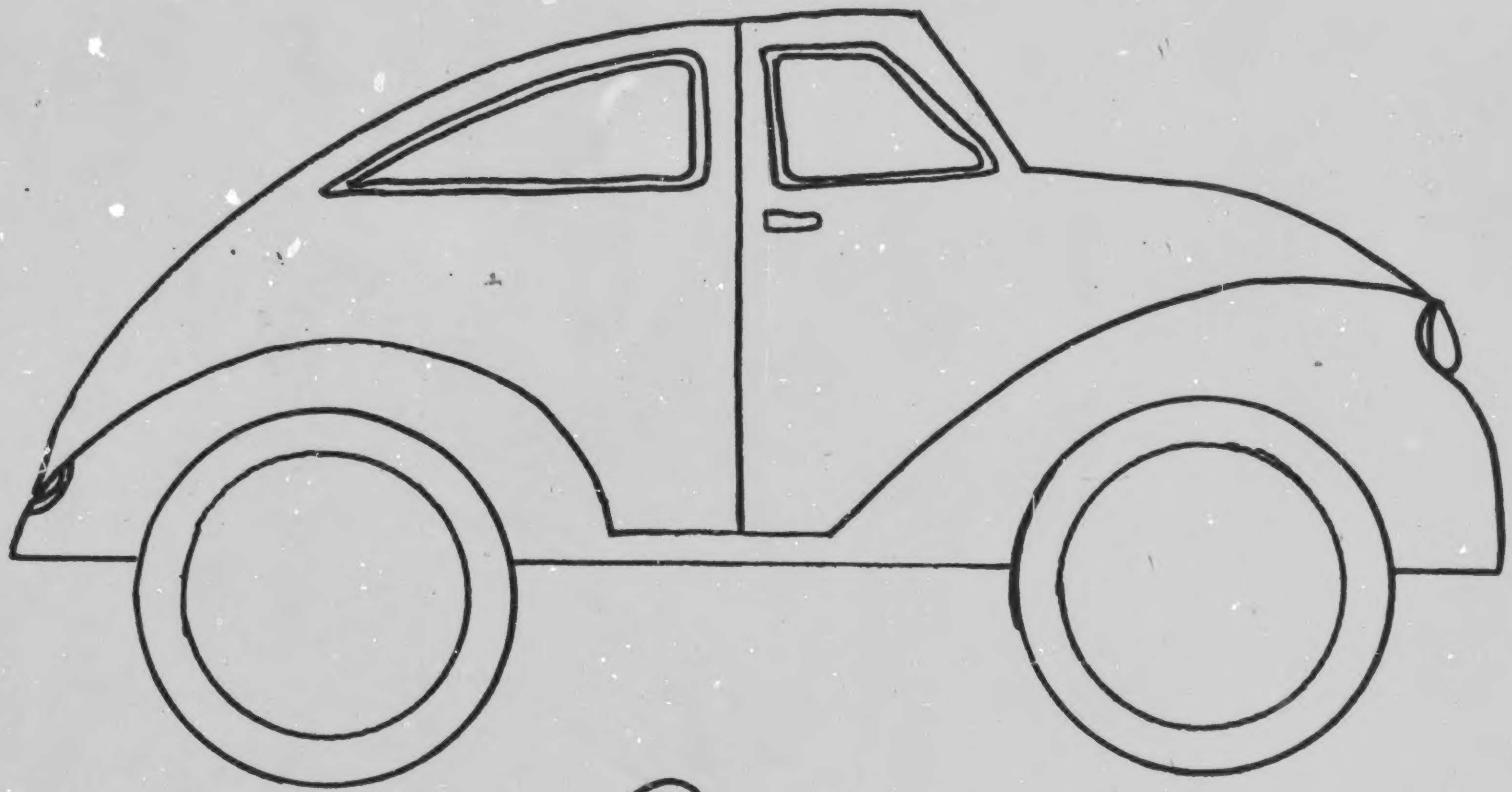
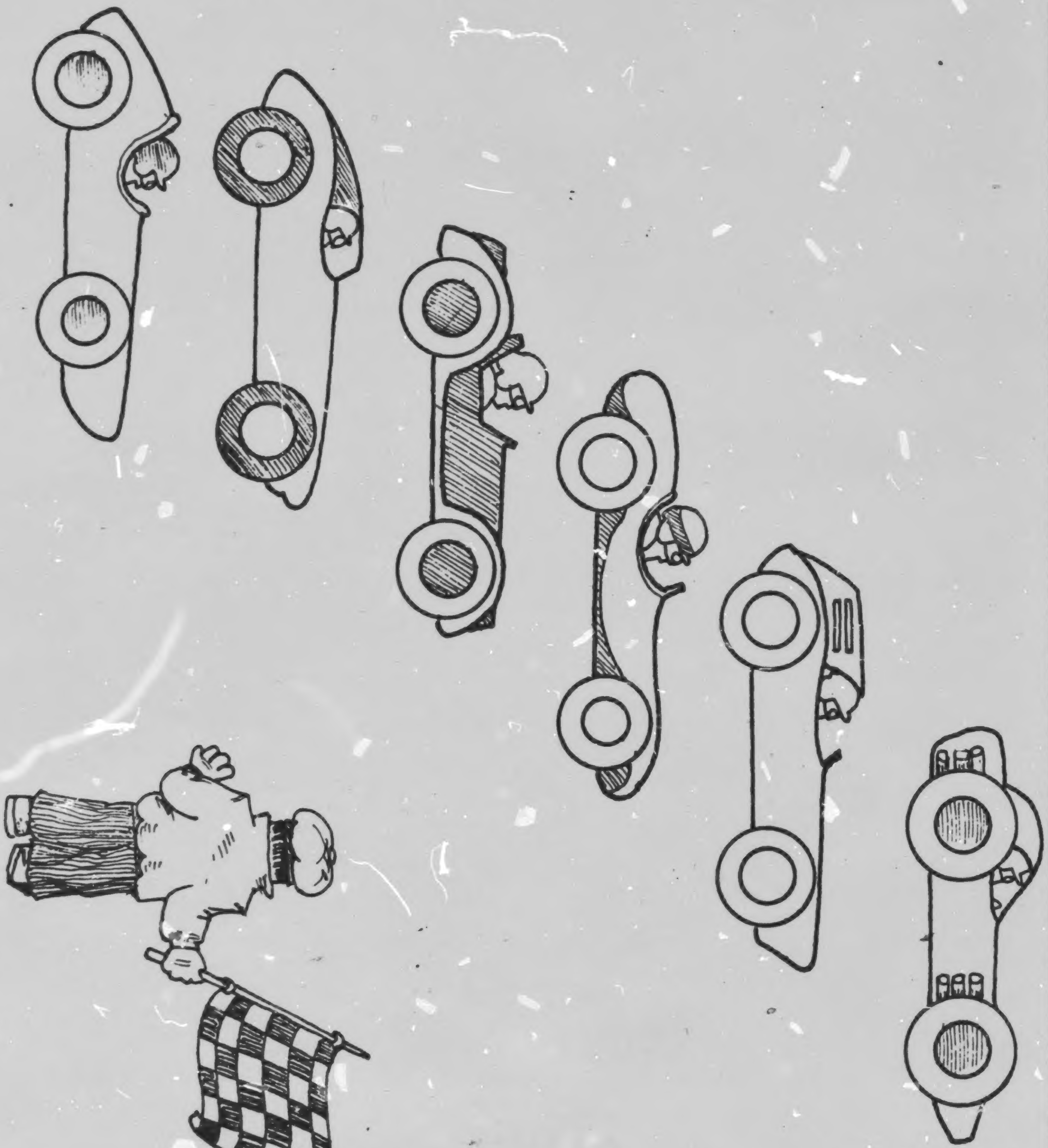


Car



LESSON TWENTY-SEVEN

Instructions

By now your child should remember pretty well which is his left hand. Today he'll start learning that his other hand is called the right hand. He will work with the numbers from 1 to 7 and will review the ideas of first, next and last. He will also get some more practice finding words that begin with the letter B.

For the Lucky Clown game, put seven pennies, buttons, or marshmallows in a box or envelope with the rest of the materials for the lesson.

What This Lesson Does

Introduces the numeral seven.
Teaches your child which is his right hand.
Reviews some of the sight words he has been learning.
Reviews the ideas of first, next and last.
Shows your child how to count from one to ten.

Materials You Will Need

5 worksheets
Crayons
Magic marker
Envelope or box with 7 pennies or buttons in it
(See instructions)

Taping

Today's your lucky day, (child's name)! Get your first worksheet and see why. . B E E P. . . . Do you know what those are?. . . Four-leaf clovers! Most clovers have only three leaves. Finding a clover with four leaves means you're very lucky! And look how many you've found! Count them. . . (Long Pause). . Did you count seven?. . . Some people think seven is a lucky number, too. So seven four-leaf clovers makes you the luckiest person around!

Rudy found the clovers for you, hidden down in the grass. He put them in vases with numbers on them. Will you color the vases for Rudy?

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Color vase number one orange. . BEEP. . . . Color vase number two brown. . BEEP. . . . Color the number three vase yellow. . BEEP. . . Color vase number four green. . . BEEP. . . Color number five blue. . BEEP. . . Color number six red. . BEEP. . . . Now there's just one vase left. What number is on the last vase?. . (Pause). . A lucky seven. Color the number seven vase any color you like. . BEEP. . . Very good, (child's name)!

Now find worksheet number two. . (Pause). . Under a lucky horseshoe there's a dot game to do. Get your magic marker. . (Pause). . Find number one. . (Pause). . Point to number two. . (Pause). . Draw a line from number one to number two. Make it as straight as you can. . BEEP. . Now point to number three. . (Pause). . Draw a straight line from number two to number three. . BEEP. . . Find number four. . Draw a line from three to four. . BEEP. . . . Point to number five. . . . Draw a line from four to five. . BEEP. . . . Find number six. . . . Draw a line from five to six. . BEEP . . . Find number seven. It's next to where you began. Draw one more line from six to seven. . BEEP. . . What did you make, (child's name)?. . . It's a lucky number seven! Nice work, (child's name)!

Now find page three and tell me what you see. . (Pause). . Two hands. Which hand has the bracelet?. . (Pause). . The left hand. Put your left hand down on the picture of the left hand. . (Pause). . Put your other hand down on the other picture. . (Pause). . Your other hand is called your right hand. Lift your left hand up and put it down again. . (Pause). . Lift your right hand up and put it down again. . (Pause). . Left hand now. . (Pause). . Right hand. . (Pause). . Good! Are both hands down on the paper?. . . Let's count your fingers. Start with the finger next to the number one. It's the little finger on your left hand. Lift up finger number one and put it down again. . (Pause). . Now comes finger number two. Lift it up and put it down. . (Pause). . Finger number three. Up. . . down. . . Finger number four. . . Up. . . down. . . Now number five. . That's your thumb. . Lift it up. . . Put it down. . . That's five finger so far, (child's name). Now let's count the rest of your fingers. Start with the thumb on your right hand. Your thumb makes six. Is it on the paper?. . . Then pick it up and put it down. . (Pause . . Number seven is your pointer finger. Pick it up and put it down. . . . The longest finger is number eight. . Pick it up and put it down. . . . Next comes finger number nine. Pick it up and put it down. . . . The little finger makes number ten. Pick it up and put it down. . . .

How many fingers do you have altogether, (child's name)?. . . (Pause). . Ten fingers! Count the fingers on the page. (Count slowly:) One. . . two. . . three. . . four. . . five. . . six. . . seven. . . eight . . . nine. . . ten fingers! Good counting, (child's name)! Now we're going to play a lucky game. When I say left, slap your left hand down on the paper. When I say right, slap your right hand down on the paper. And when I say lucky, clap your two hands together. Got it?. . . Let's try it. (Read the following slowly:) Left. . (Pause). . Right. . (Pause). . Left. . (Pause). . Right . . (Pause). . Did you put your left hand down when I said left?. . . Did you put your right hand down when I said right?. . . . . Good! Do you remember what to do when I say lucky?. . (Pause). . Clap both hands together. Lucky. . (Pause). . Did you clap?. . . Do it again. Lucky. . . (Pause). . Left. . (Pause). . Lucky. . (Pause). . . Right. . (Pause). . . Do you get the idea? If you're not sure how to play the game, call me. . . BEEP. . . Now we'll play the clapping game. Are you ready?

Lucky. . (Pause). . Left. . (Pause). .

Lucky. . (Pause). . Right. . (Pause). .

I am lucky. . (Pause). .

Day and night.

Left. . (Pause). . Left. . (Pause). .

Right. . (Pause). . Right. . (Pause). .

You'll be lucky. . (Pause). .

Yes, I'm right! . . (Pause). .

Right. . (Pause). . Left. . (Pause). .

Right. . (Pause). . Left. . (Pause). .

Lucky. (Pause). . (Child's name),

You're the best!

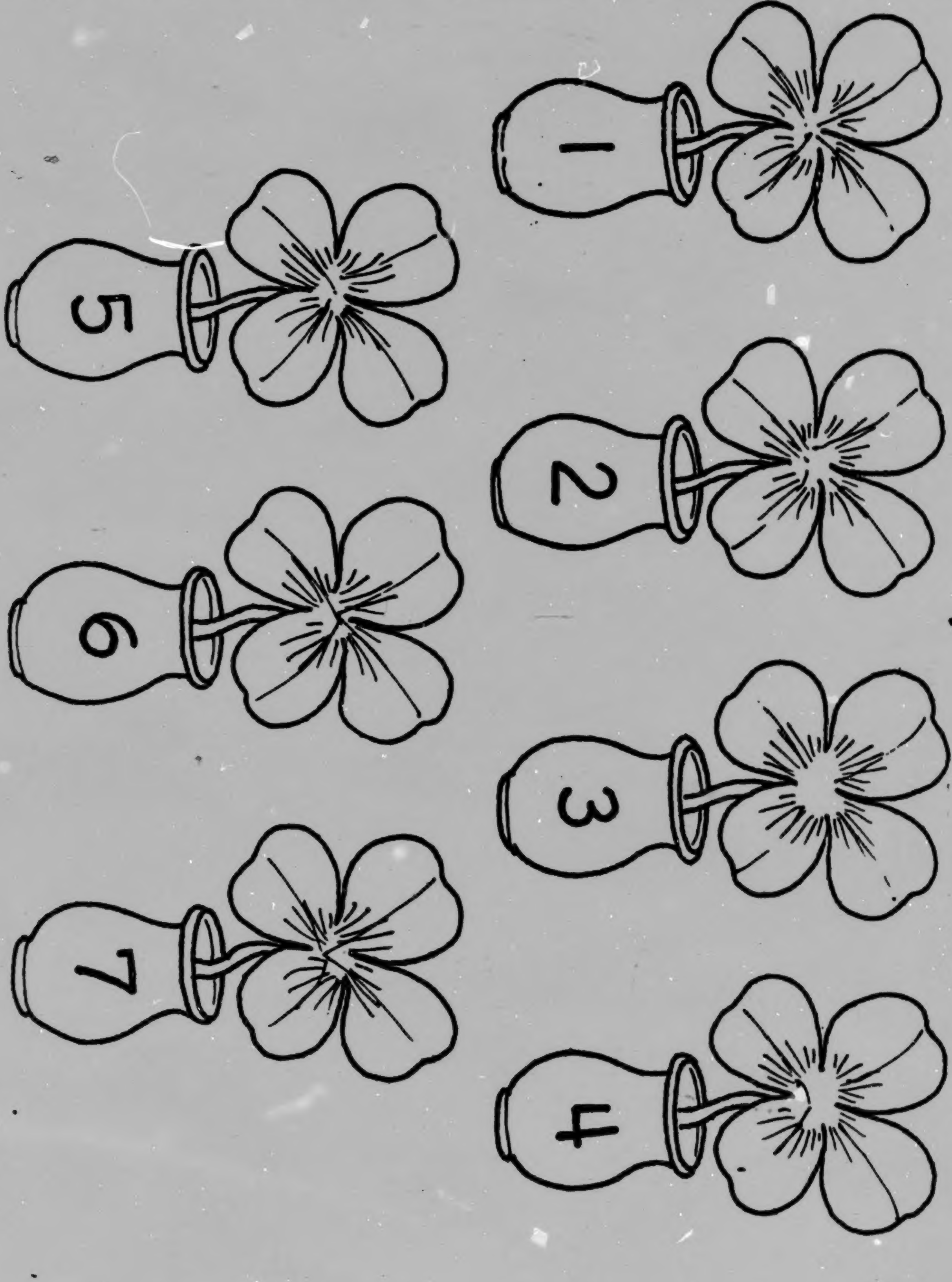
Very good, (child's name)! Let's see how your luck holds out. Get page four. . (Pause). . My, this is a lucky day! There's a bracelet for you with lucky charms. How many charms are there? Count them. . (Long Pause). . Did you count seven charms? Very good, (child's name). Point to the charm on the left. . (Pause). . What is it?. . (Pause). . It's a butterfly. The word on the charm says butterfly, too. Point to the next charm. What is it?. . (Pause). . A boat is right. Point to the charm that's next to the boat. Can you guess what the word says? . . . Ball. Good for you, (child's name)! Point to the charm that's next to the ball. . . (Pause). . What is it?. . (Pause) . A car. I bet you read the word, didn't you? Point to the charm that's next to the car. Read the word. . . (Pause). . . Did you say Bike?. . . Very good! Point to the charm that's next to the bike. What is it?. . (Pause). . A telephone. Now point to the last charm. Do you know what it is?. . (Pause). . A bed. The word says Bed, too.

Let's name the charms again. Point to them as we say what they are. Start with the charm on the left. Butterfly. . . Boat. . . Ball. . . Car. . . Bike. . . Telephone. . . Bed. . . Very good. Two of those words don't begin with B. Can you find them?. . . Get your magic marker. . (Pause) . . . Let's say the words again. This time, put a mark on the two words that don't begin with B. . . Ready?. . . Butterfly. . . Boat. . . Ball. . . Car. . . Bike. . . Telephone. . . Bed. . . (Pause). . Which two words did you mark, (child's name)?. . (Pause). . If you said car and telephone, you're absolutely right! Nice going, (child's name)!

Now get your last worksheet. There's a number five at the top. . (Pause). . That's Lucky the Clown, and he wants you to play a game with him. Get the envelope (or box), and take out what's inside. . B E E P. How many pennies did you find, (child's name)? Count them. . (Long Pause). . Did you say seven? . . . If you counted seven , you counted very well.

Here's how to play the game. Pick up Lucky's picture. Get down from the tape recorder and take two giant steps. . (Long Pause). . . Now put Lucky down on the floor right where you are. . (Long Pause). . . Get the pennies (or whatever you're using). . (Long Pause). . . When I tell you to start, take the pennies and try to throw them inside Lucky's mouth. If you get all seven in Lucky's mouth, you're a very lucky winner! Now go ahead and play. . B E E P. . . .

XXVII



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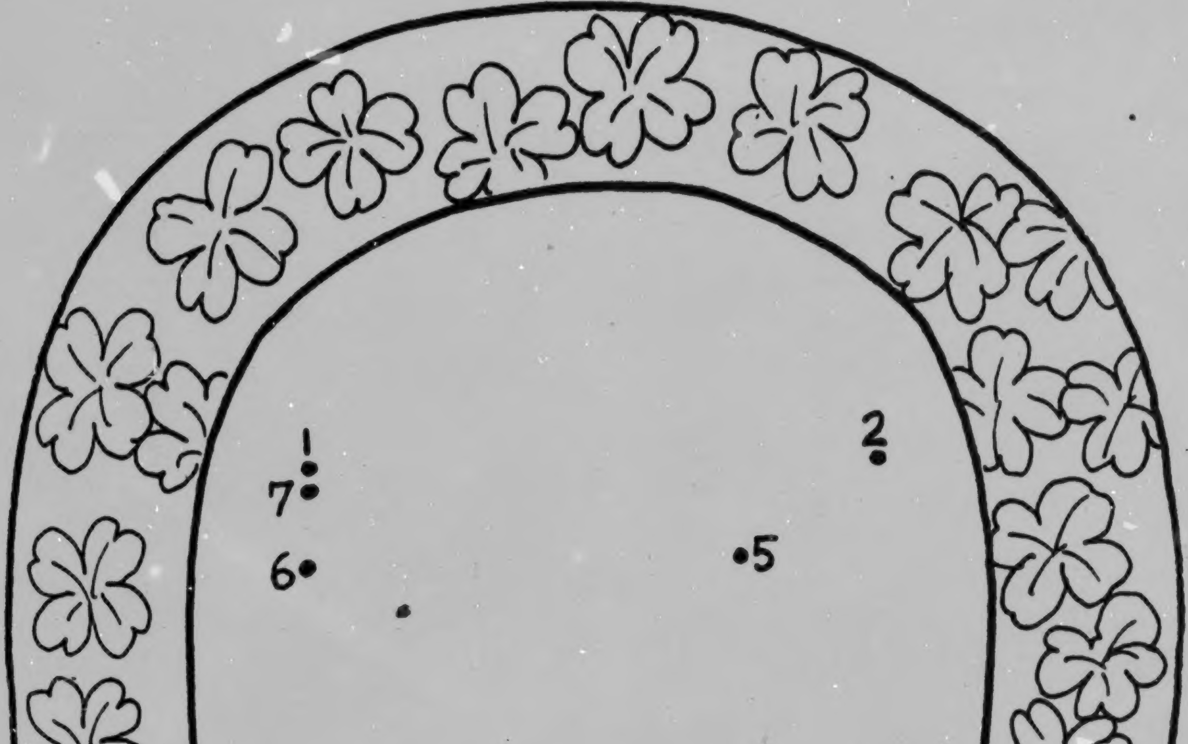

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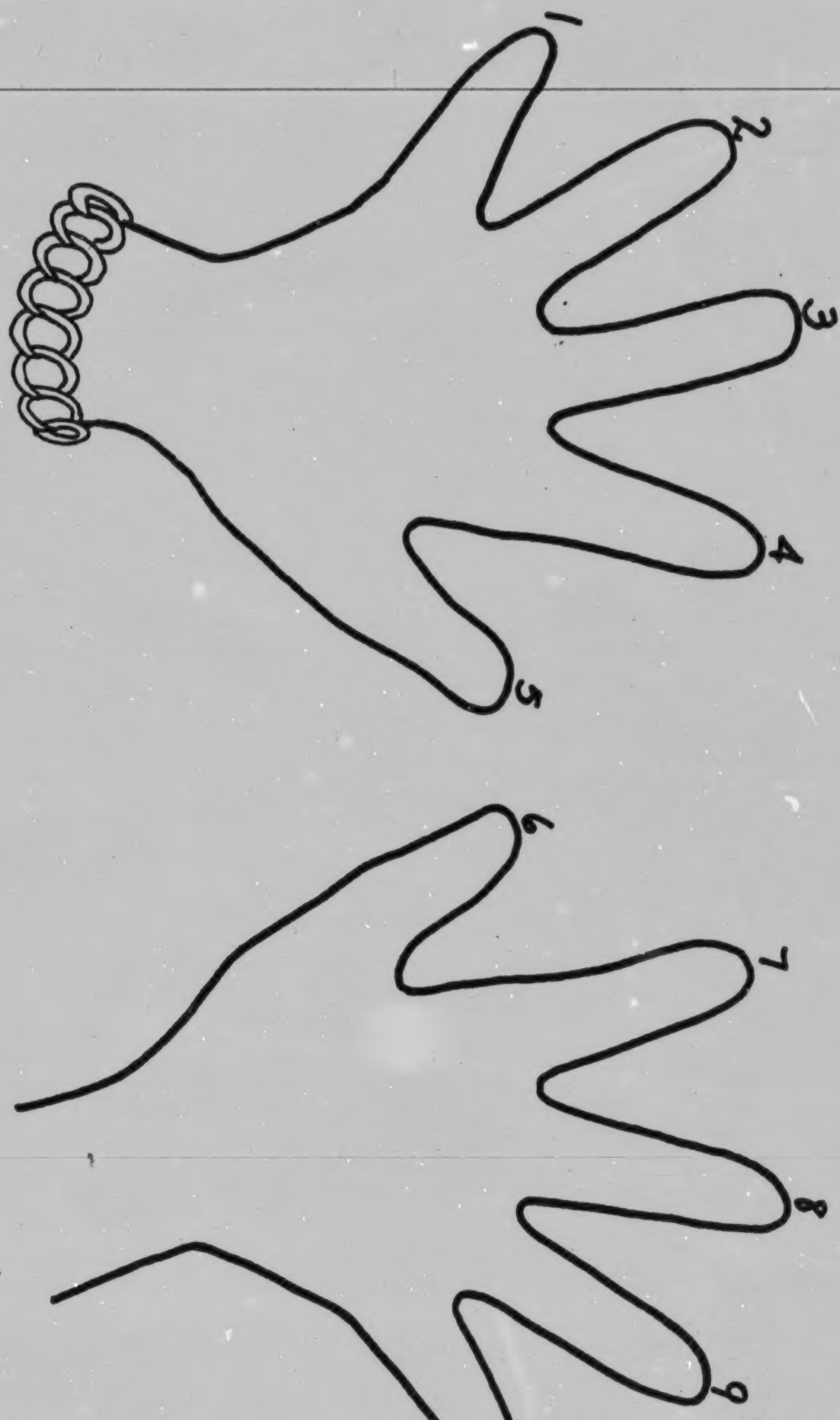
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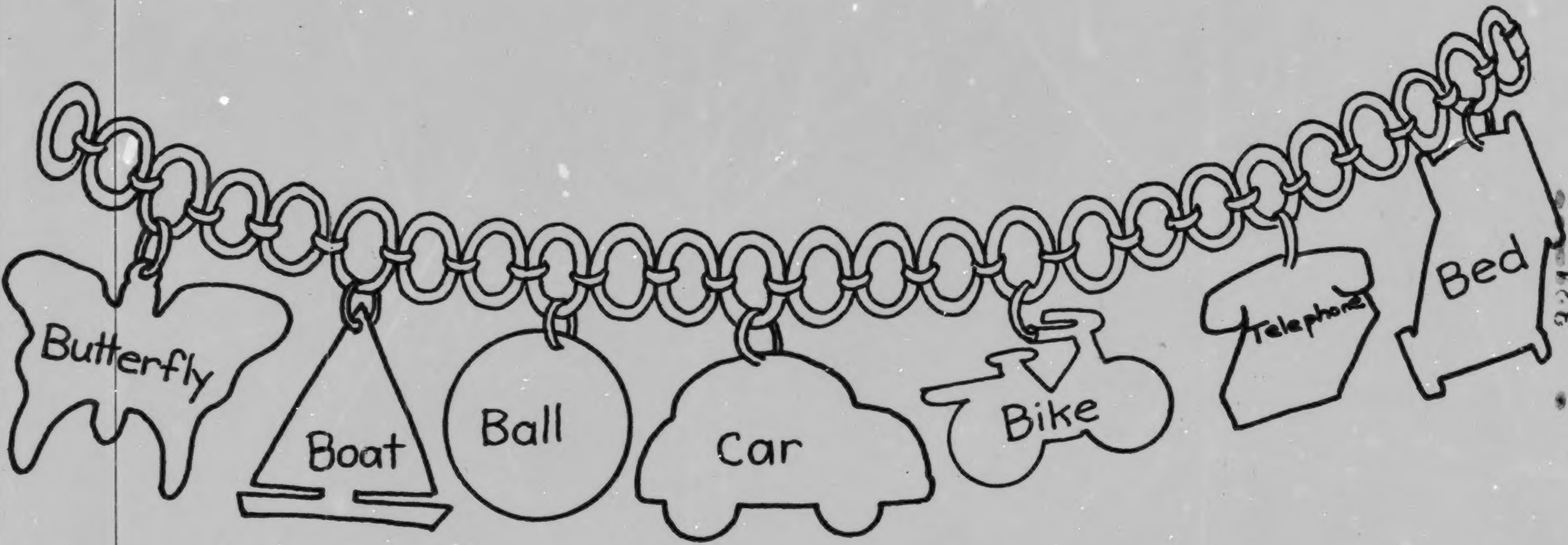
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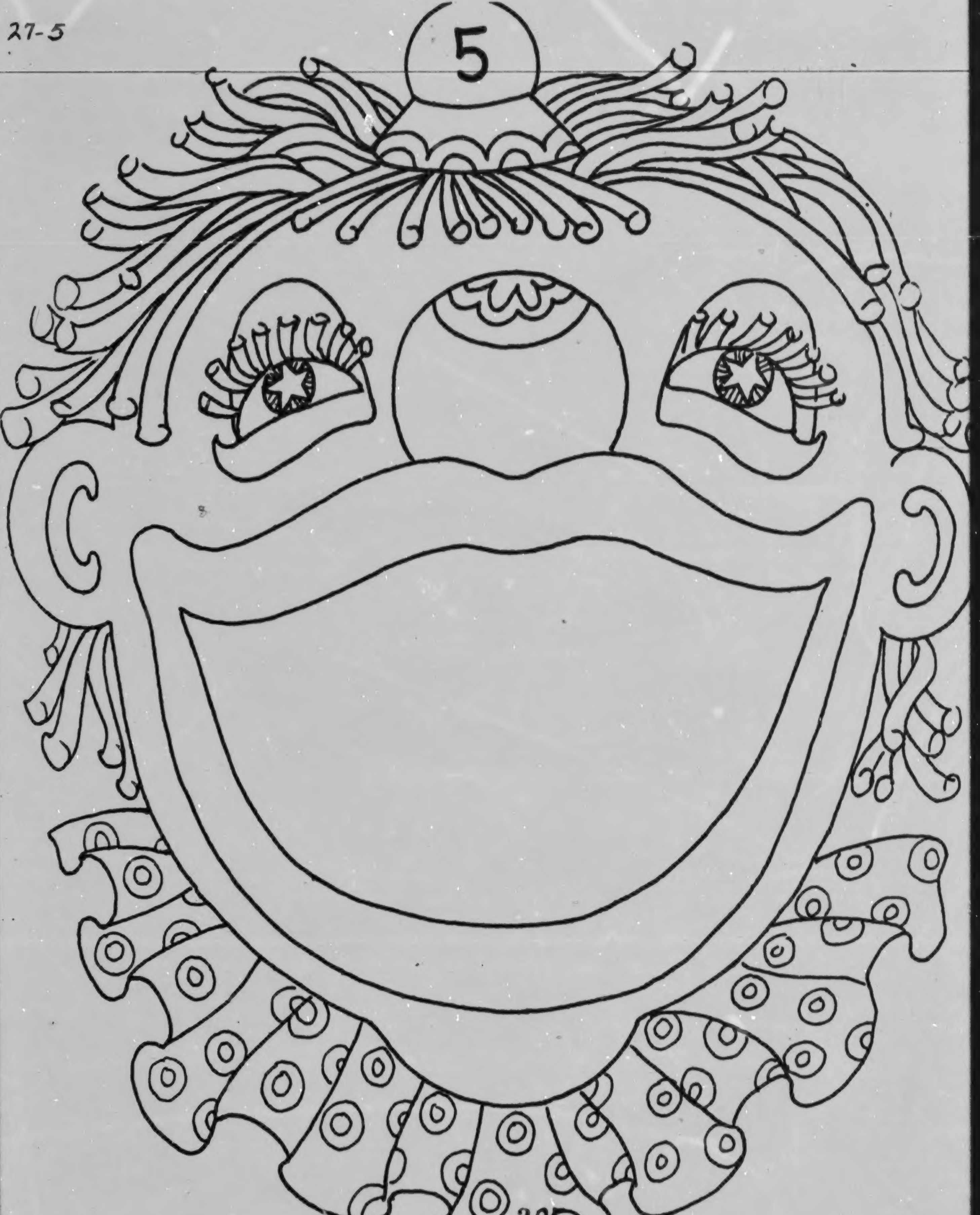
27-5



Hints for Parents

By now your child should remember pretty well which is his left hand.
Today he learned that his other hand is called the right hand.

He also worked with the numbers from 1 to 7 and got more practice finding words that begin with B.

More Ways You Can Help Your Child Learn

1. Give him the attached worksheets. The last page (5) is a review of the sight words your child has learned so far. To get it ready for your child, cut out the cards and write the words on the backs of the cards. (Boat, Go, Ball, Bike, Dog, Bus, Car and Train).

Then ask your child to spread out the cards with the pictures face down. The idea of the game is to find the 5 lucky four-leaf clovers. If your child reads Bus, Boat, Bike, Go and Car, he will find the clovers when he turns the cards over. He's unlucky if he picks up one of the other three cards.

2. It sometimes takes a while before a young child is sure about right and left. The more ways you can find to help him practice these ideas, the more quickly your child will learn them. Here are some suggestions for ways you can teach him about left and right:

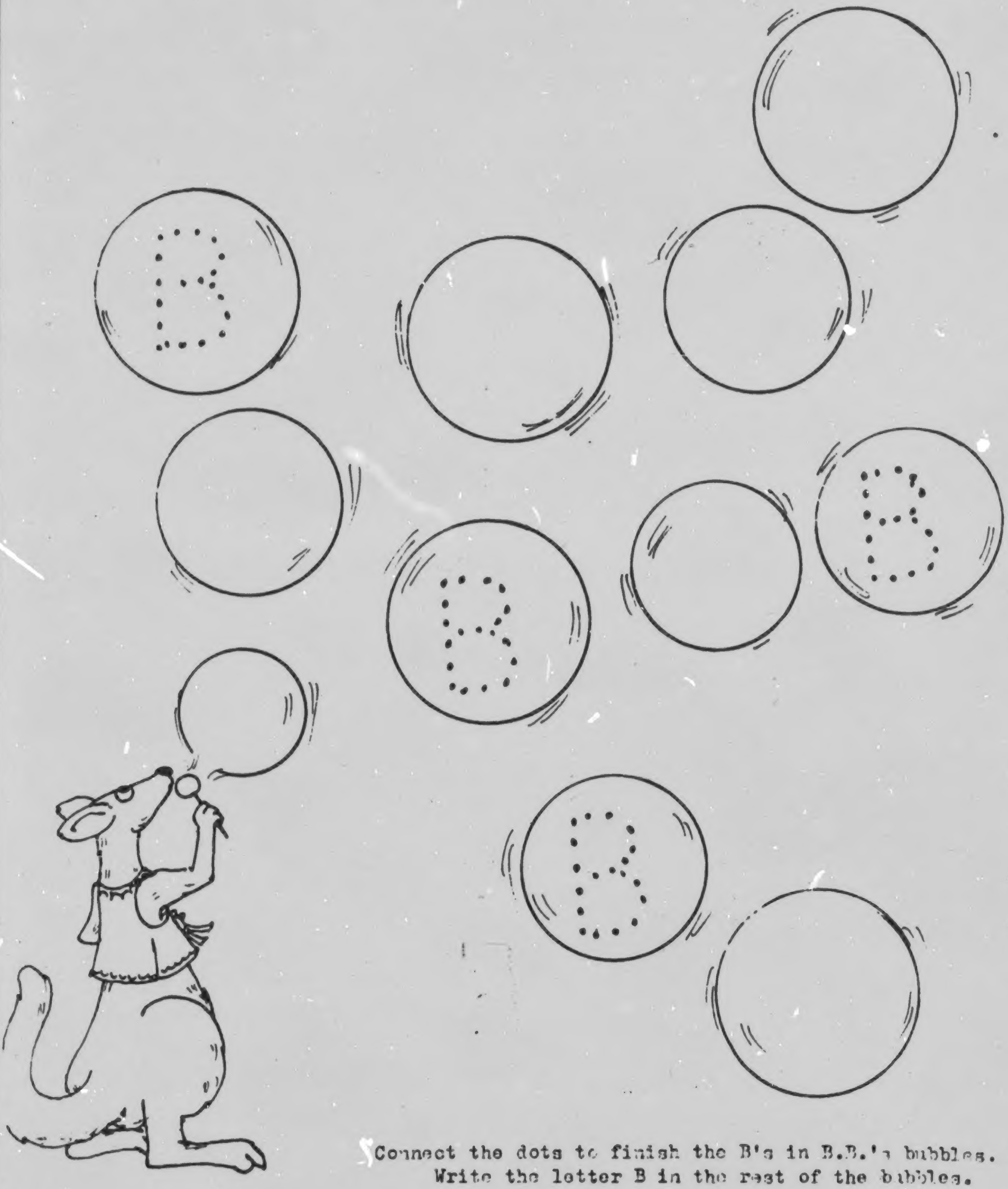
If it is summer, you might let him walk around the house with a sock on his left foot and his right foot bare. Tell him, "Your right foot really feels the floor, doesn't it? Feel the kitchen floor with your right foot. Feel the bathroom floor with your right foot. Feel the living room rug with your right foot. " This way he can truly feel that one foot is different from the other.

If it is winter, let him wear a mitten or a glove on the left hand for a short while and do the same sort of activity with him. Say, "Put your right hand on the table. See how your right hand feels the hard table top. Touch something warm. See how your right hand feels the heat."

Another game your child might enjoy is called "Silly Tillie". Have different people in your family approach your child with their right hand out and say something like this:

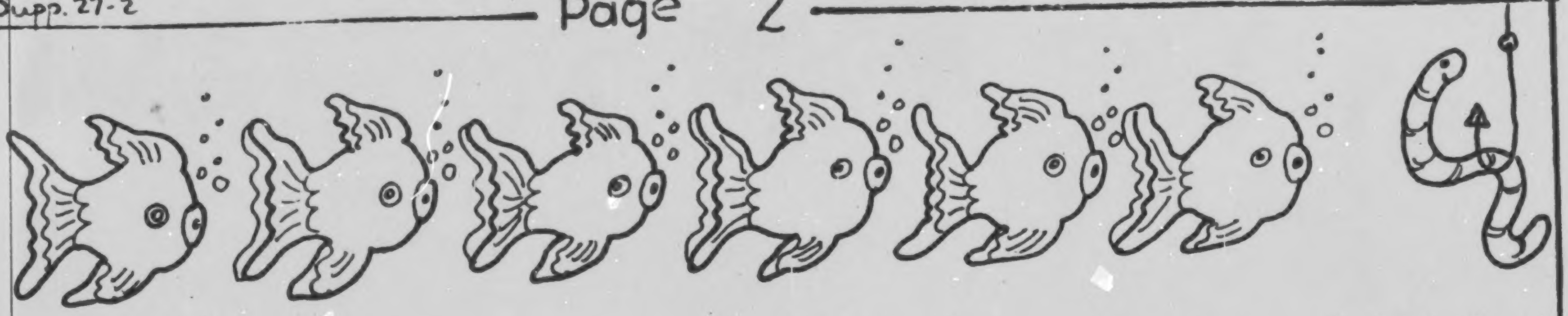
"I'm Silly Tillie. How do you do?
I shake with my right hand. Do you?"

As the person introduces himself, he should shake hands with your child. Then it's his turn to make up a silly name and offer to shake hands. Make sure he shakes with hisright hand each time.

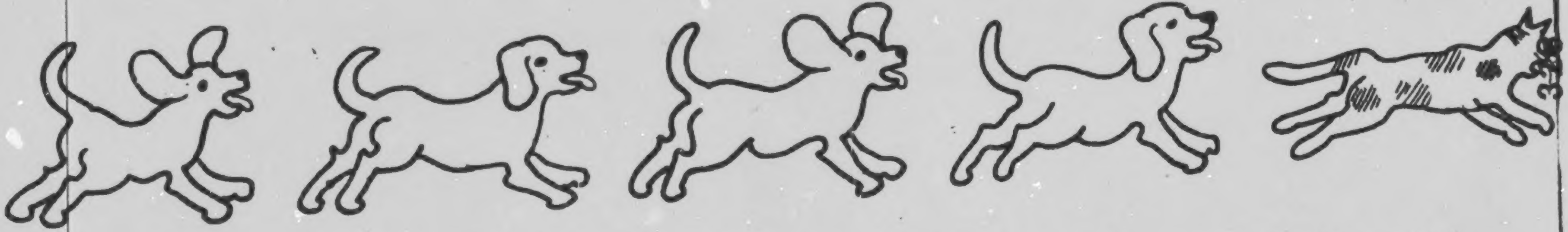


Connect the dots to finish the B's in B.B.'s bubbles.
Write the letter B in the rest of the bubbles.

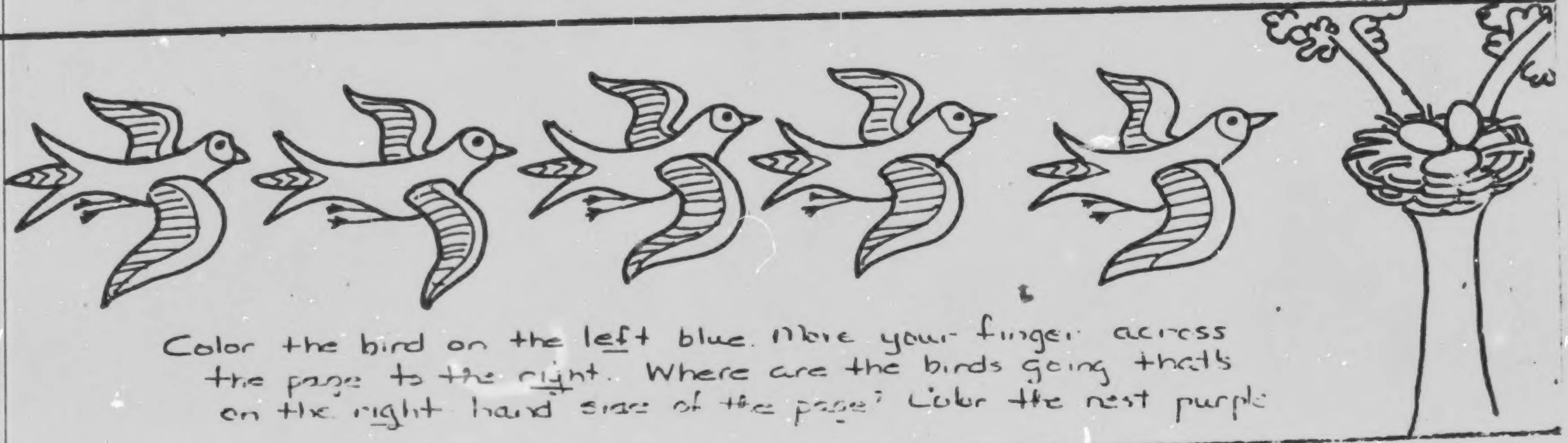
Page 2



Put your left hand down on the fish on the left. Color that fish yellow. Move your finger across the page to the RIGHT. What do you see? . . . Color the worm on the right green.



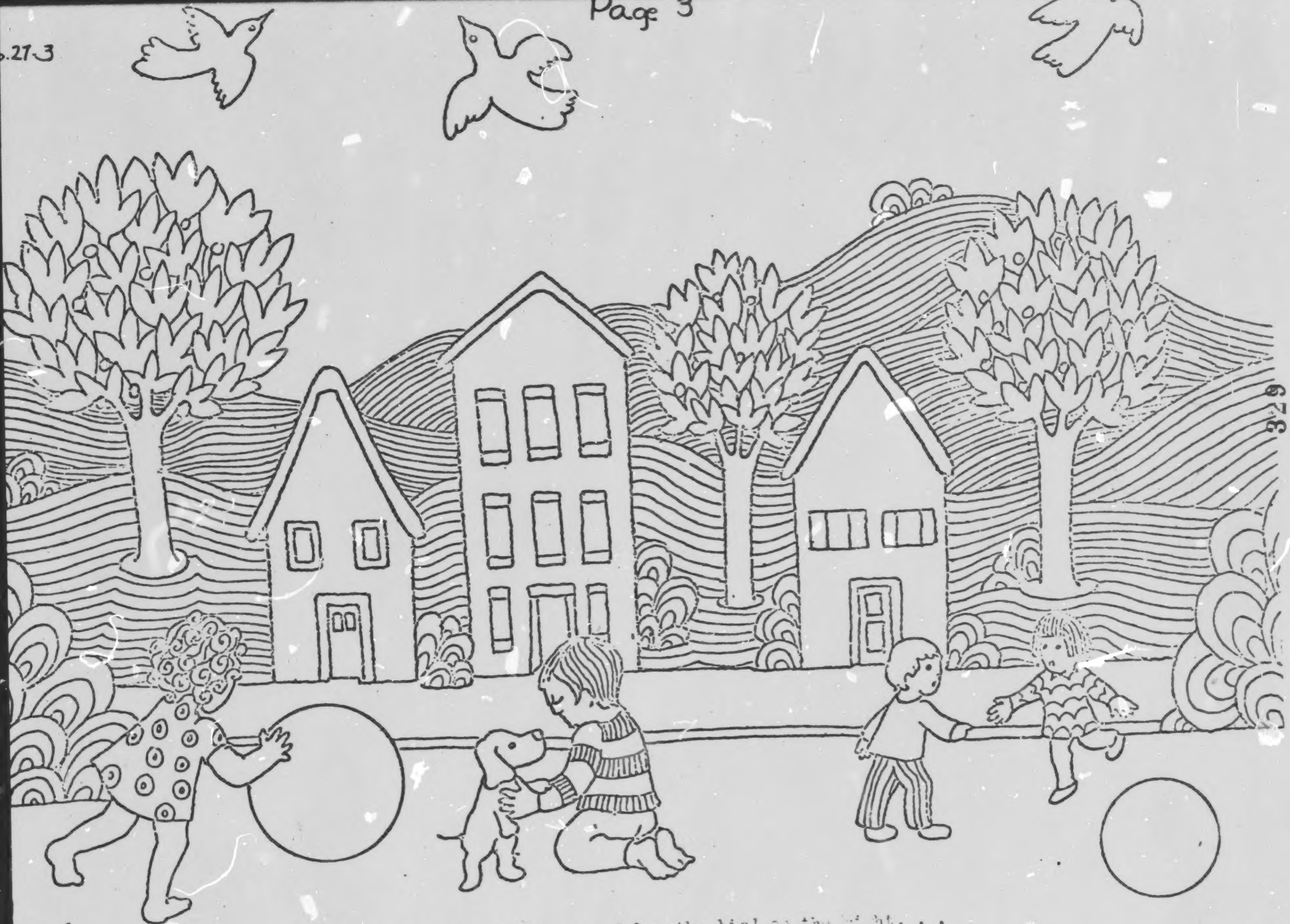
Color the dog on the left brown. Move your finger across the page to the right. What are the dogs chasing? Color the cat on the right orange.



Color the bird on the left blue. Move your finger across the page to the right. Where are the birds going that's on the right hand side of the page? Color the nest purple

.27-3

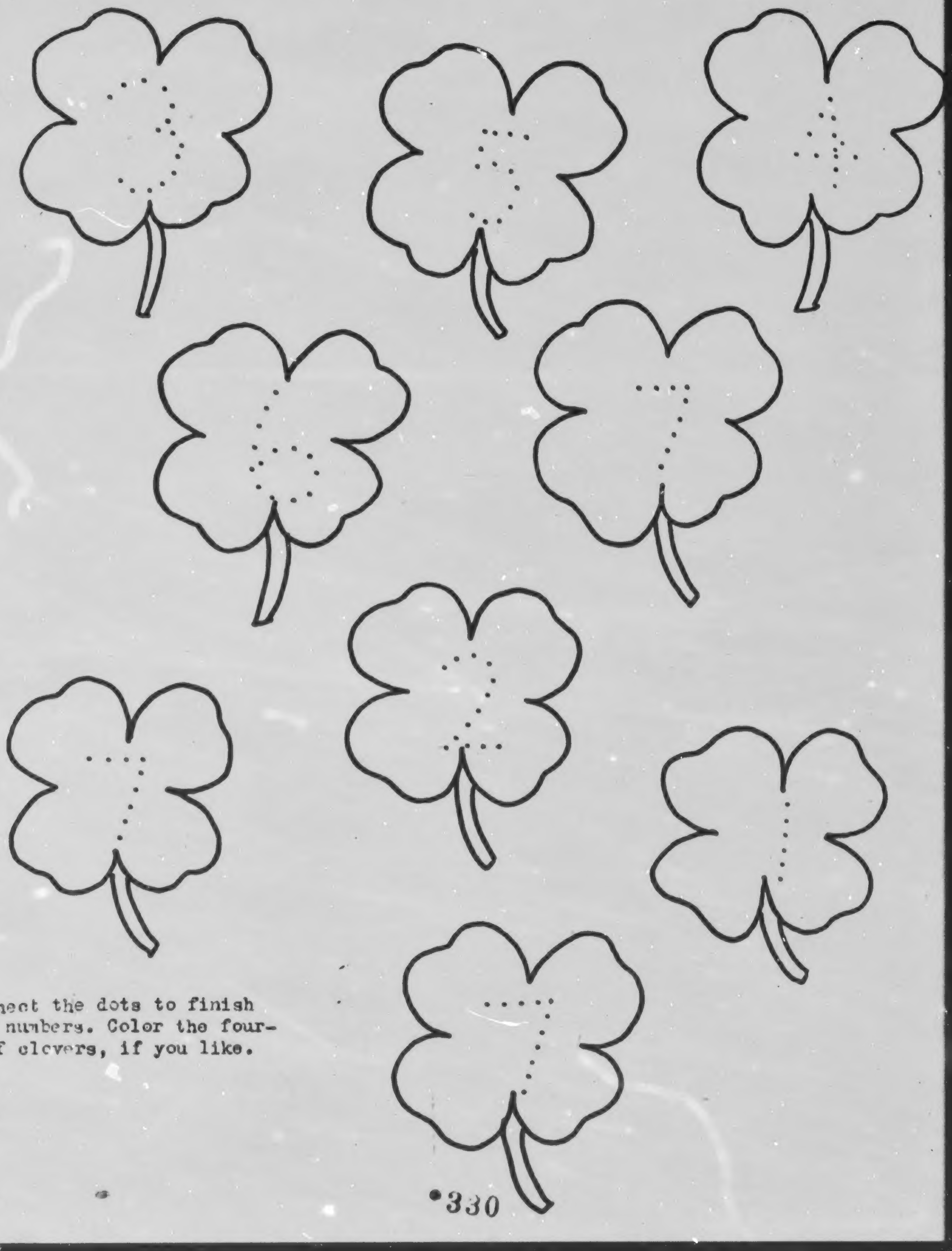
Page 3



Color the tree on the right. . . Color the bird on the right. . .
Color the ball on the right. . . Color the house on the right. . .
Color the child on the right. . . Use any colors you like

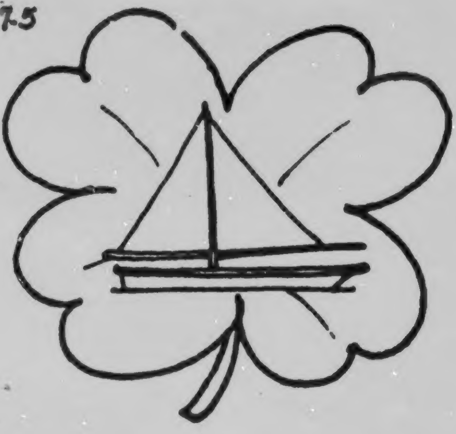
Supp. 27-4

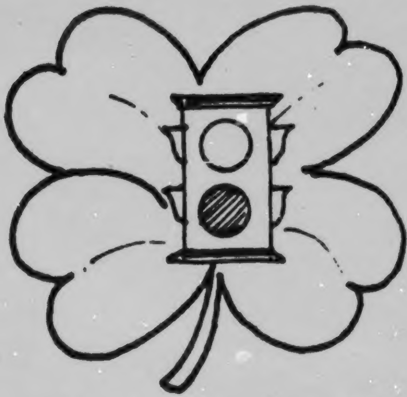
Page 4

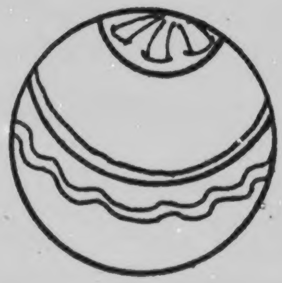


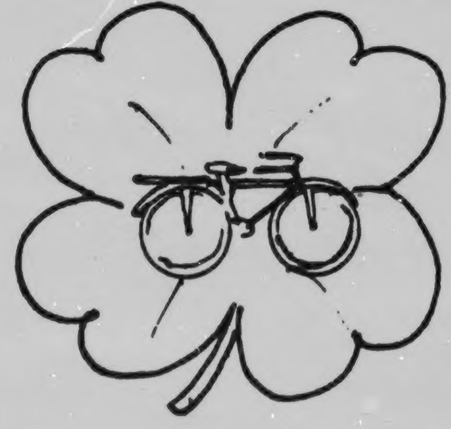
Connect the dots to finish the numbers. Color the four-leaf clovers, if you like.

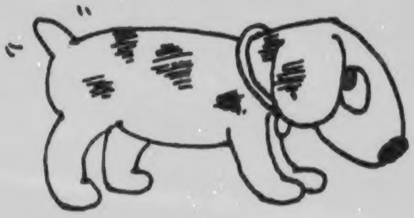
Surp. 275

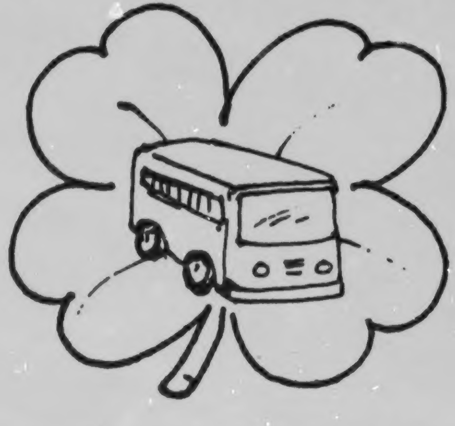


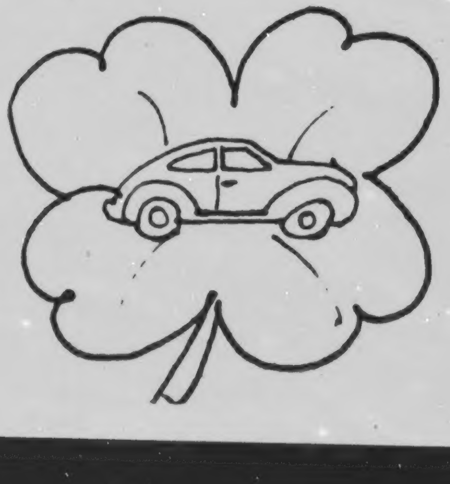


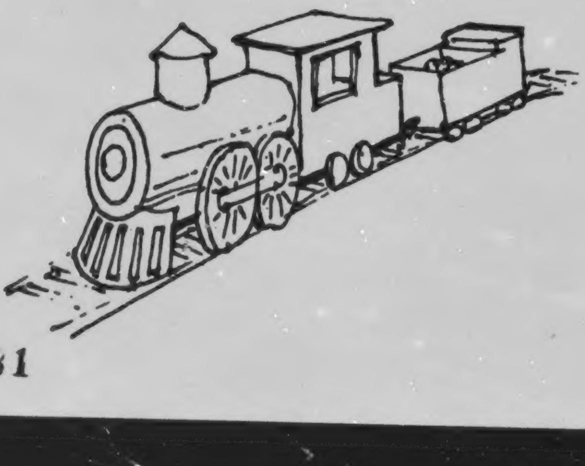












(Note: Reproduce page 3 on blue paper.)

LESSON TWENTY-EIGHT

Instructions

Today your child will meet another new color - purple. He will review the numbers from 1 to 7 and will get more practice listening for words that sound alike.

At the end of thelesson, your child will ask you to help him make an "umbrella garden". Showhim how to make paper umbrellas by tracing and cutting out circles of different sizes and colors. Then help him tape toothpicks, straws, pipe cleaners, etc. to the circles for the umbrella handles. By sticking the handles into a base of clay or styrofoam, he can make a colorful stabile - his "umbrella garden".

To get thelesson ready assemble the materials your child will need to make the stabile - jar lids, glasses of various sizes andother round objects to trace around. You will also need small pieces of colored paper, toothpicks, pipe cleaners, straws, etc. and a hunk of clay or a piece of styrofoam to serve as the base of the stabile. Put a piece of tape around the new purple crayon, so your child can identify it easily.

What This Lesson Does

Introduces the color purple.
Reviews right and left.
Reviews the numbers from 1 to 7.
Gives your child more practice rhyming words.

Materials You Will Need

3 worksheets
7 crayons (red, orange, yellow, green, blue, brown andpurple)
Magic marker
Scissors
Jar tops, glasses, etc. for tracing circles
Small pieces of colored paper
Toothpicks, straws, pipe cleaners
Clay or styrofoam for stabile base

Taping

Today we're going to visit B.B. I hope you brought your raincoat, (child's name), because it looks like rain. Get page one and see. . (Pause). .

Look, there's Rudy! He wants to visit B.B. too but he can't find B.B.'s house. Can you help him? Get your magic marker and connect the dots

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Patricia Simms

to make numbers on all thedoors. . BEEP . . . Good work, (child's name)! Point to thehouse on the left. . (Pause). . What's the number on that house?. . (Pause). . One. Good for you! Point to the house on the right. . (Pause). . What's the number on that house?. . (Pause). . Seven. Very good, (child's name). B.B. lives in house number seven. Show Rudy the way to go. Takeyour magic marker and follow the path to B.B.'s number seven house. . BEEP . . .

Goodness, the clouds are getting darker. Did you ever notice what color they get when it starts to rain?. . . Find your new crayon, the one with the tape around it. . (Pause). . Do you know what color that is?. . . It's purple. Someclouds get purple when it rains. Point to the cloud on the right. . (Pause). . Color that cloud purple. . BEEP. . . .

Good work, (child's name)! Theother cloud is getting darker, too. Get the blue crayon. . (Pause). . Color the cloud on the left blue, dark, dark, blue. . BEEP . . . I felt a raindrop, (child's name). Did you? Hurry inside, Rudy, or you'll get all wet.

Wow! It's really pouring now. Get page two and see the raindropscoming down. . (Pause). . Those raindrops have something inside them. What are they?. . (Pause). . Alphabet letters. Look at the one Rudy's sitting on. Do you remember the name of that letter, (child's name)?. . (Pause). . It's the letter B. Some other raindrops have the letter B in them, too. Takeyour purple crayon and color all the raindrops with the letter B in them purple. . BEEP . . . How many B-raindrops did you find, (child's name)? Count the drops you colored?. . (Long

Pause). . . How many did you count?. . (Pause). . If you got *seven*, you found all the B-raindrops. Good for you, (child's name)!

Now let's play a rhyming game. Listen:

Do you want the rain to stop?

All you have to do is __________ What?. . . What should you do that sounds like *stop*?. . . Does *jump* sound like *stop*?. . . . . No. Does *skip* sound like *stop*?. . . . No. Does *hop* sound like *stop*?. . . *Hop*. . . . *stop*?. . . . Yes, *hop* sounds like *stop*. Listen again.

Do you want the rain to *stop*?

All you have to do is __________. . (Pause). . Did you say *hop*?. . . . Good. Hop on your *left* foot. Ready?. . . Hop. . . . hop. . . hop. . . . hop. . . . hop. . . . Hop on your *right* foot now. . . Hop. . . hop. . . hop. . . hop. . . . hop. . . . What do you know about that, (child's name)? It stopped raining. Let's try another one.

Do you want to make it snow?

All you do is touch your ____________What?. . . What sounds like *snow*?. . . Should you touch your *head*?. . . No, *head* doesn't sound like *snow*. Should you touch your knee?. . . . No, *knee* doesn't sound like *snow*. Should you touch your *Toe*?. . . *Toe*. . . *snow*.... Yes, *toe* sounds like *snow*. Listen again.

Do you want to make it snow?

All you do is touch your __________. . (Pause). . Did you say *toe*?. . (Pause). . Very good, (child's name). Now stretch your arms up over your head. . (Long Pause). .Now reach down and touch your toe. . (Pause). . Stretch your arms again. . (Pause). . Touch your *right* toe. .

. . . . (Pause). . Stretch your arms. . (Pause). . Touch your left toe this time. . (Pause). . Look at that, (child's name). You made it snow outside! Let's try another one. Listen.

Do you want to see the sun?

All you have to do is ____________ What? What should you do that sounds like sun?. . . Should you walk?. . . . Does walk sound like sun?. . . . No. Should you fly?. . . Does fly sound like sun?. . . . No. Should you run?. . . . Run. . . Sun. ... Yes, run sounds like sun. Listen to the question again:

Do you want to see the sun?

All you have to do is ____________. . (Pause). . . Did you say run? . . . Then run around theroom, (child's name). Run. . . run. . . run. . . run. . . run. . . run some more. . . Run. . . run. . . run. . . run. . . You did it, (child's name)! You made the sun shine! But the poor plants didn't get enough rain water. Could you bring back the rain for just a little while, (child's name)?. . . . Listen.

To make the rain come back again,

All you do is count to ____________ What? What do you count to that sounds like again? . . . Four?. . . Does four sound like again? . . . . No. Does six sound like again? Should you count to six?. . . . No. Does ten sound like again?. . . Ten. . . again. . . Yes, ten sounds like again. Listen:

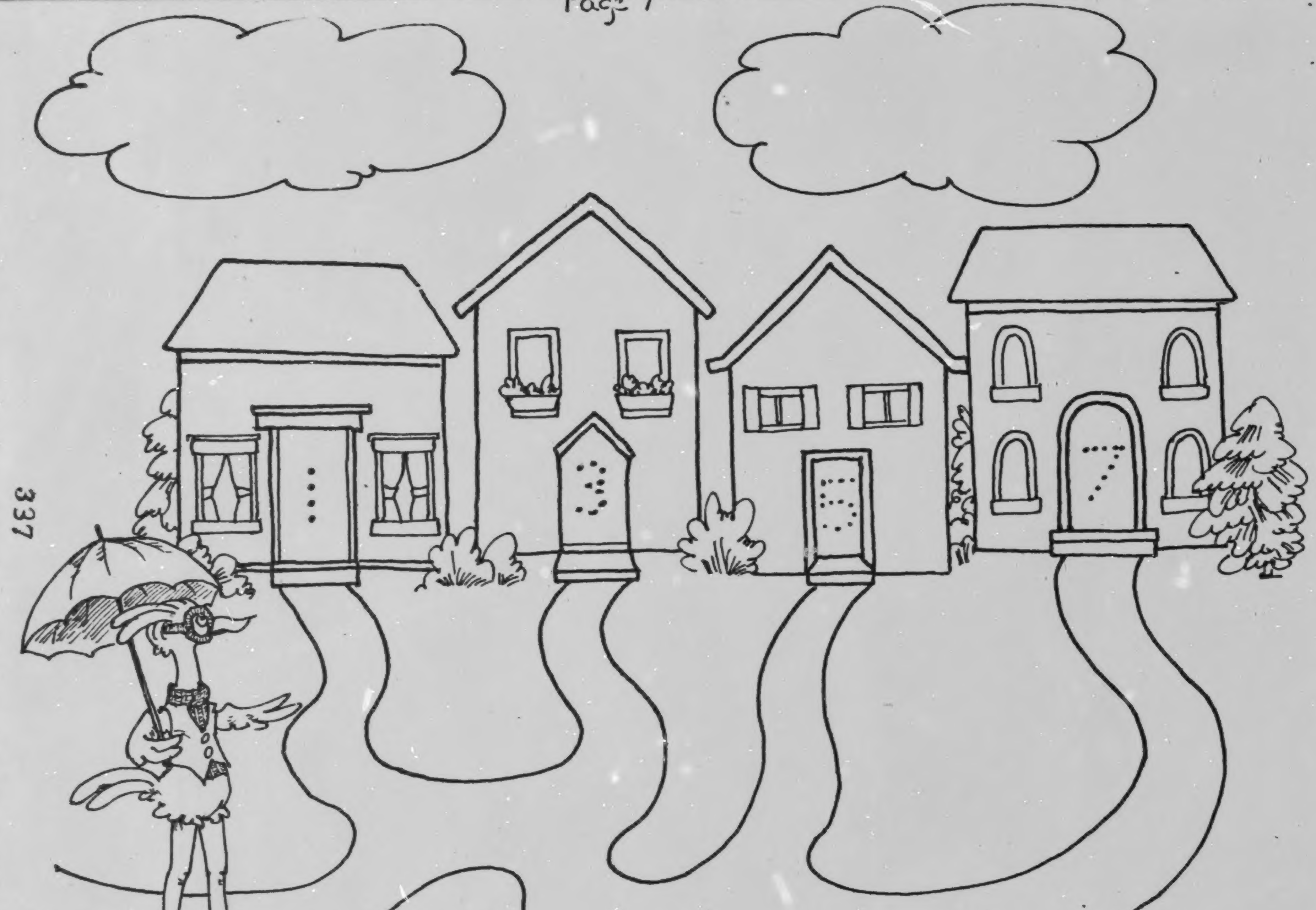
To make the rain come back again,

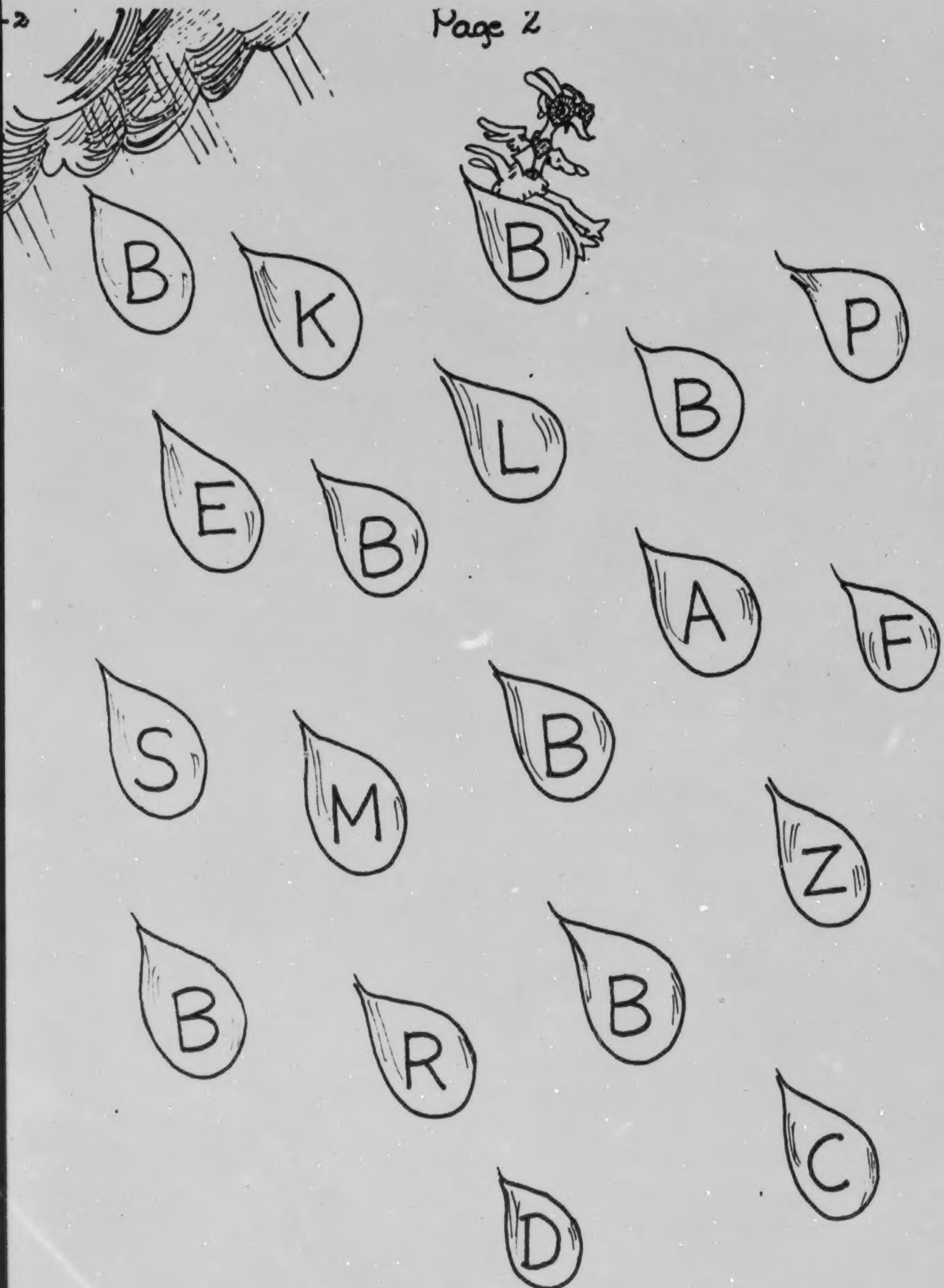
All you do is count to ____________. . (Pause). . Did you say ten?. . . Right! Count with me then. One. . . . Two. . . . Three. . . . Four. . . . Five. . . . Six. . . . Seven. . . . Eight. . . . Nine. . . . Ten. . . . Listen to that rain come down! You're a great weathermaker, (child's name)!

After the rain, when the sun comes out, sometimes the sky gets lots of different colors in a beautiful pattern. Look on page three. . (Pause). . Do you know what that is in the sky?. . . . It's a rainbow. Rainbows have all the colors in them. See what a beautiful rainbow you can make. Get your crayons. . . (Pause). . . Color the space with a one in it red. . B E E P . . . Color the number two space orange. . B E E P . . Color space number three yellow. . B E E P . . . Color space number four green. . B E E P . . . Color the number five space blue. . B E E P . . . Color the number six space your new color - purple. . B E E P . . . What a beautiful rainbow you made, (child's name)! If you like you can color the building andthe trees, too. . B E E P . . .

I have one more thing for you to do today. How would you like to make an "umbrella garden"?. . . Call me, and I'll show you how. . . B E E P . . .

Page 1

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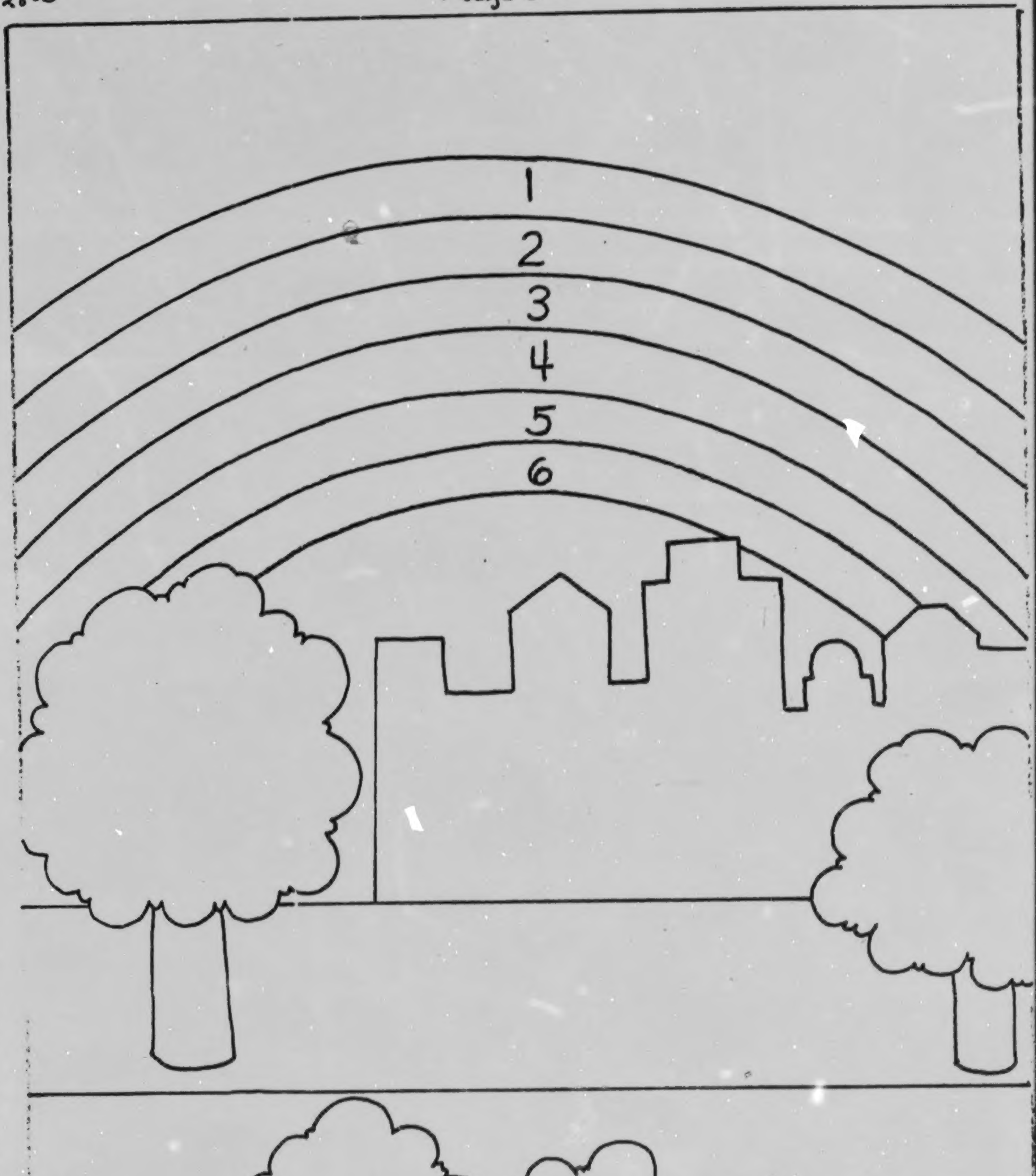
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Hints for Parents

In today's lesson your child met a new color - purple.

He also reviewed the numbers 1 to 7, colors and the letter B.

The following activities will give him more practice using these new ideas:

1. Give your child the attached worksheets. Make sure he understands clearly what he is to do with each page before he starts to work.

Worksheets 3 and 4 are for a categorizing game that helps your child group things that belong together. Give him either the boy or girl doll on page 3. Then ask him to find the things on page four that a child might wear on a rainy day. If he likes, he can cut out the things he named, color them and fit (or paste) them on the doll.

2. Here is a Silly Story game you can play with your child. You will need the six pictures on Worksheet 5. Cut them out and write the words on the backs of the cards.

Tell your child you're going to read him a silly story about B.B. Kangaroo and that you need his help finishing the story. Have him spread out the cards with thepictures face down on the table. Then explain that, whenever you pause in the story, he is to pick a card, look at the picture and name the object. That's the missing word in the sentence. Point out to him that all of the words begin with B.

The story will turn out differently each time you read it. After a while your child may even learn to read some of the words and can determine the way the story goes.

B.B.'s Silly B-Story

One morning B. B. got up and went into the kitchen. She was very hungry. She made herself a big bowl of (Pause)__________. She was still hungry, so she also ate some __________.

Then B. B. went for a walk. She heard a strange buzzing sound. She looked up and there, in the sky, were some flying ________.

"Wow", said B. B. "What could that be? Where are they going?" B. B. climbed up on a fence and saw the strange things land. As she watched, they suddenly turned into some __________.

"That's weird," said B. B. "Nobody will believe this!" Just

"I must be seeing things," said B. B., as she hurried home. "It must be something I ate. Tomorrow I'm going to eat my regular breakfast - plain old ________________.

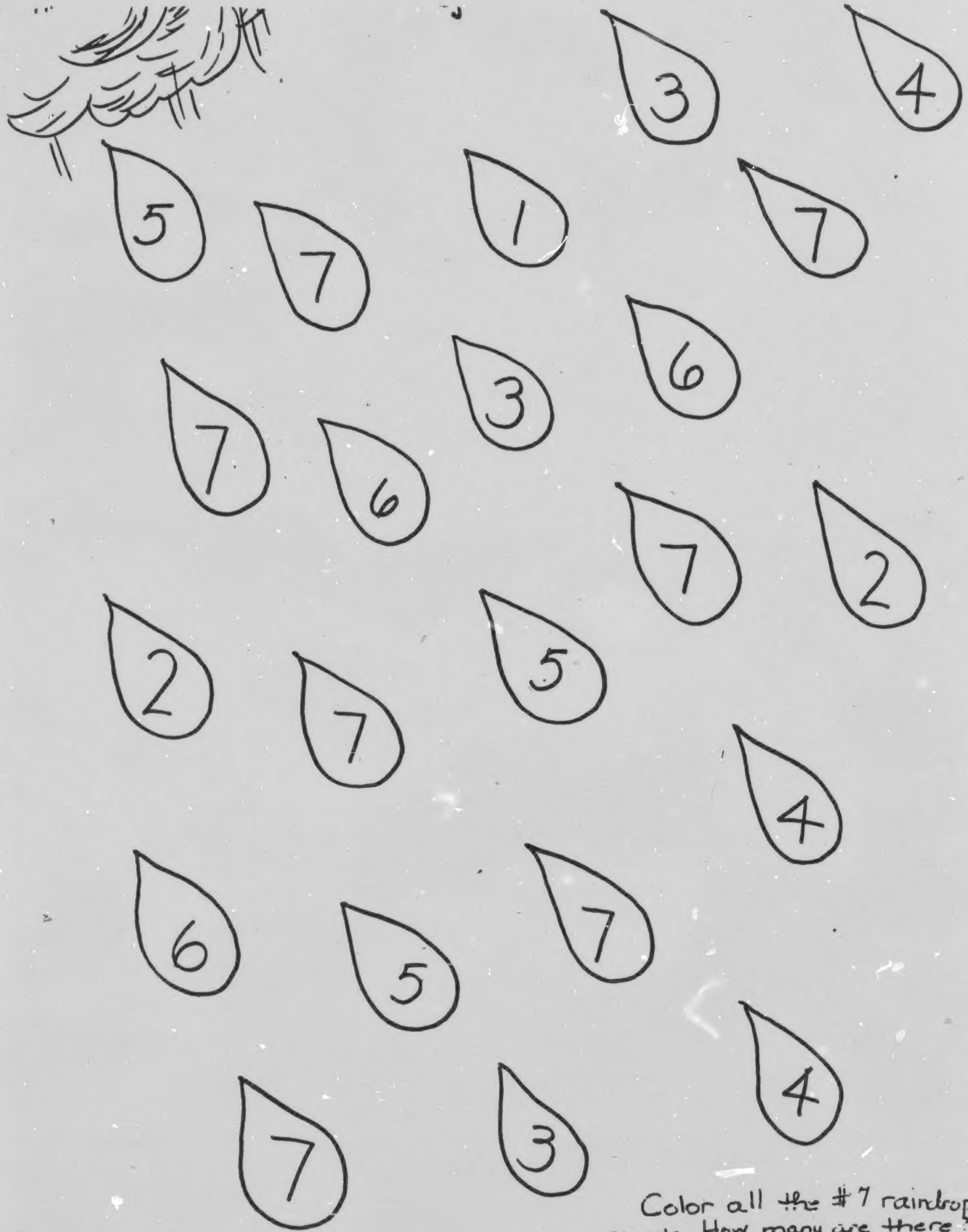
And B. B. sat down and thought about the strange things she'd seen that day.

3. If you have a deck of playing cards, even an incomplete one, around the house, you can teach your child to play several simple games that will give him good practice with numbers, shapes and colors. Here is one that young children enjoy:

Go Fish. This is a game for two to four players. For this lesson, use only the twos, threes, four, fives, sixes and sevens from the deck. Later, when your child recognizes more numbers, you can add more cards. To play the game, deal each person four cards and put the remaining ones in a pile face down in the middle of the table. The idea of the game is to get as many pairs as possible. If anyone starts with a pair, he should put them face down in front of him.

Then the first player begins. He must ask someone for a particular card, "Charlie, do you have a six?" He must ask for a card like one he already has in his hand. If Charlie has the card he's been asked for, he must give it up. The first player then has a pair and puts it face down in front of him. Everytime he makes a pair, he gets another turn, and can ask someone else for a card.

If Charlie doesn't have the card the first player asked for, he says, "Go Fish", and the first player picks the top card from the pile on the table. Now his turn is over and the player on his left gets a chance to ask for a card. The game ends when one player has made pairs with all his cards. The winner is the best fisherman - the one with the most pairs.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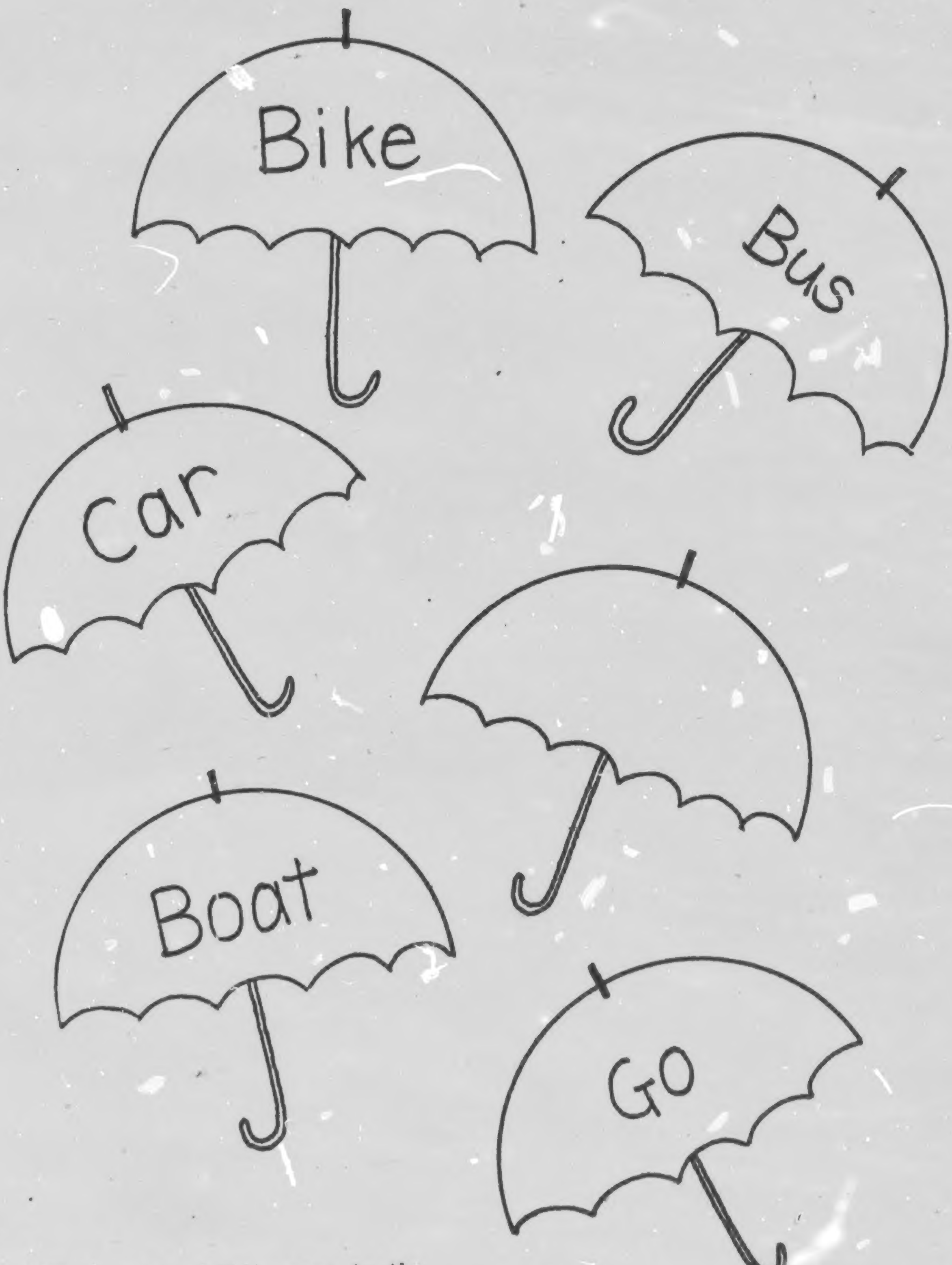
Color all the #7 raindrops
purple. How many are there?
If you like, color the other raindrop

Supp 28.2

Page 2



Write your child's name in the empty umbrella.

Color the umbrella that says boat blue. Color the car umbrella yellow. Color the umbrella with your name in it red. Color the umbrella that says go green. Color the umbrella that says bike purple.

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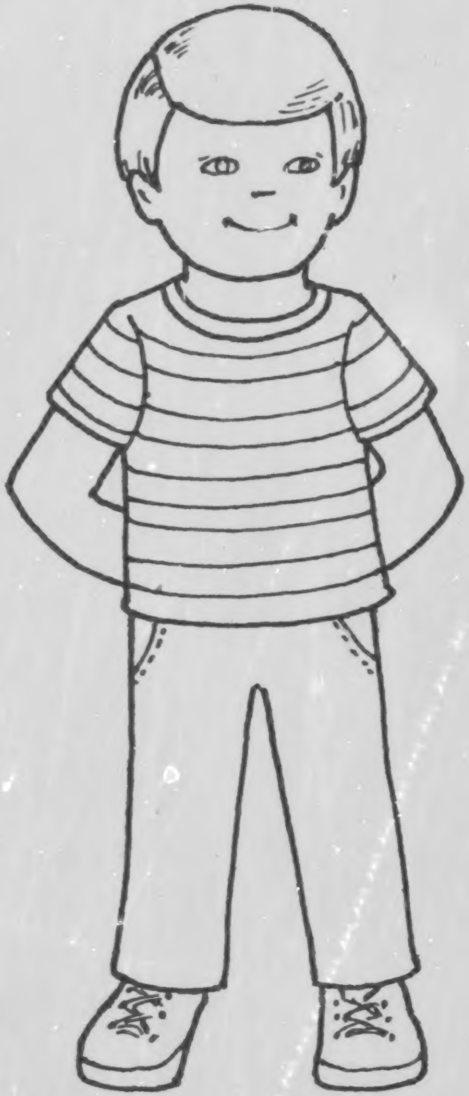

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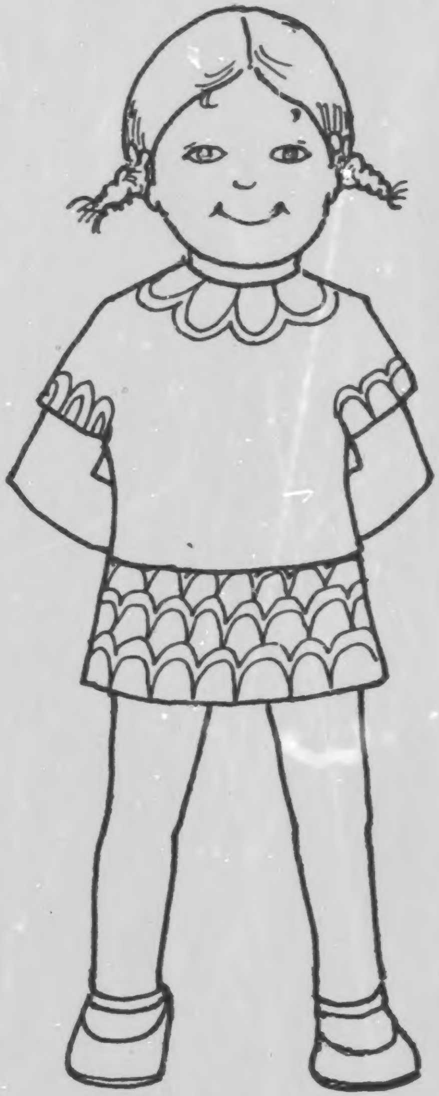

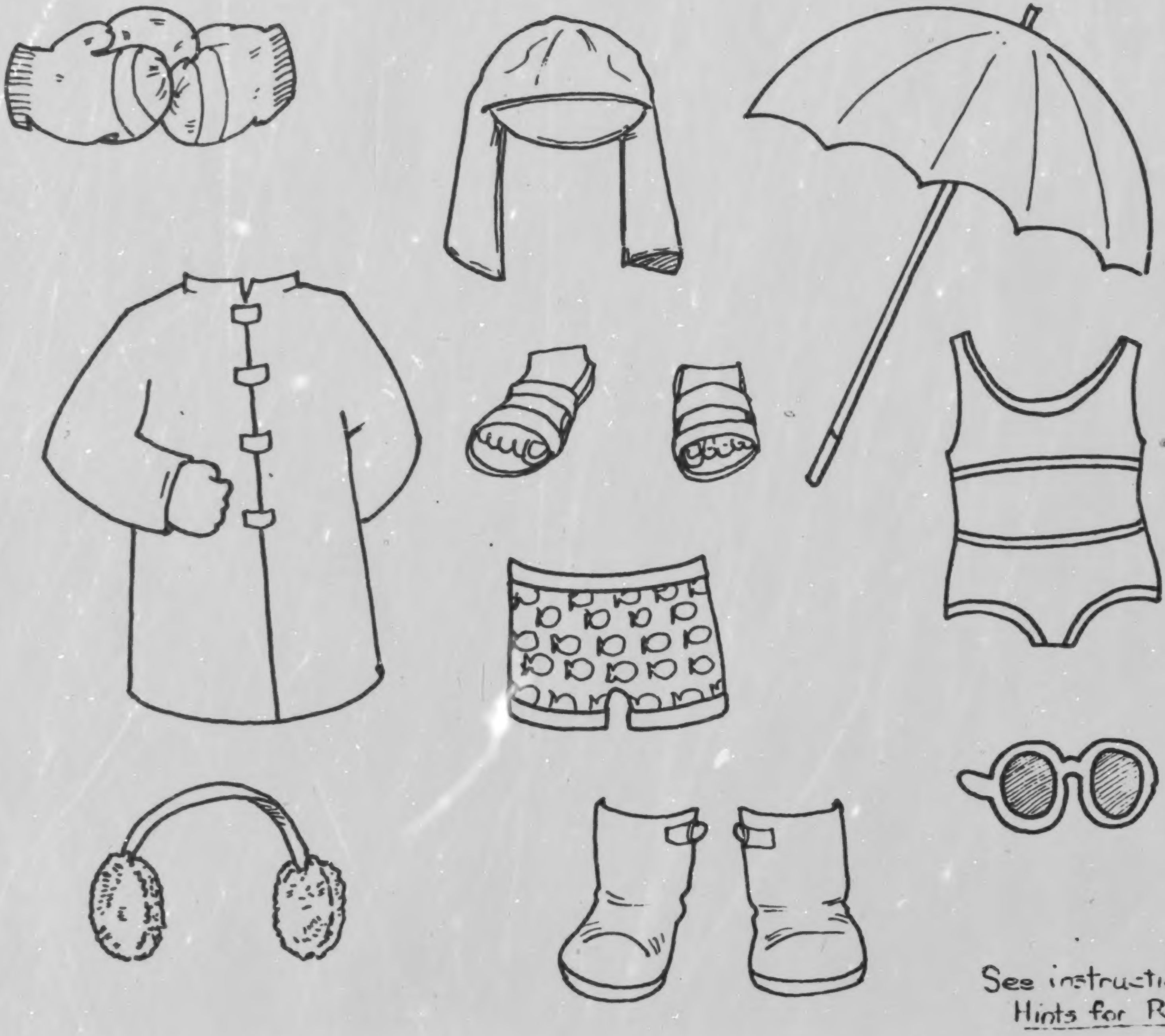

See instructions in
Hints for Parents

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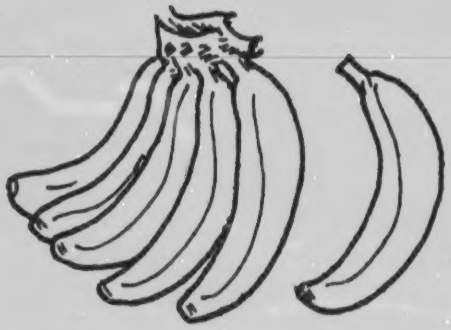

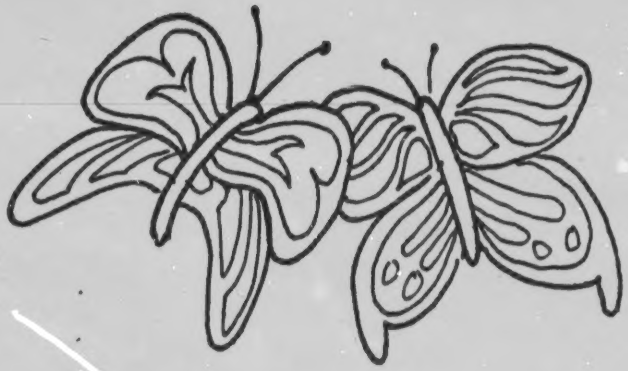

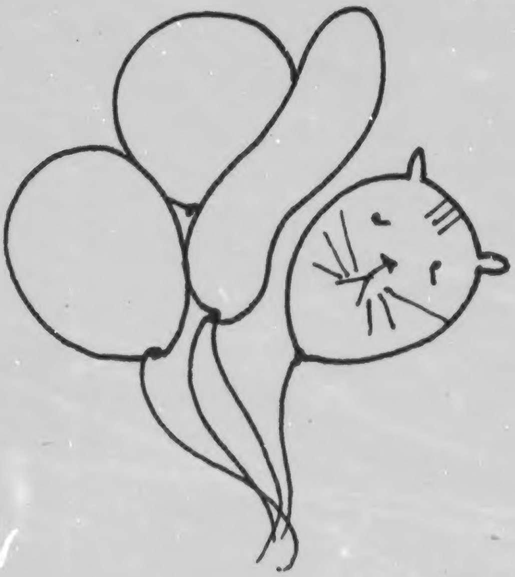

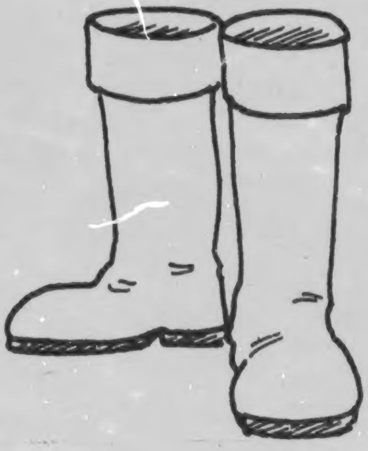

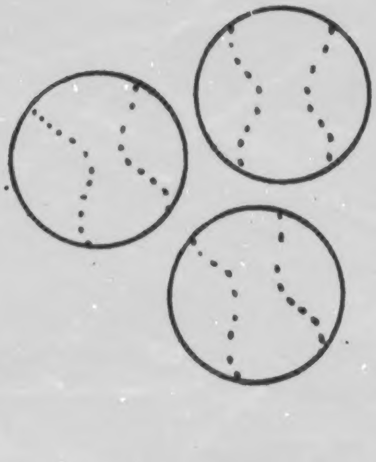

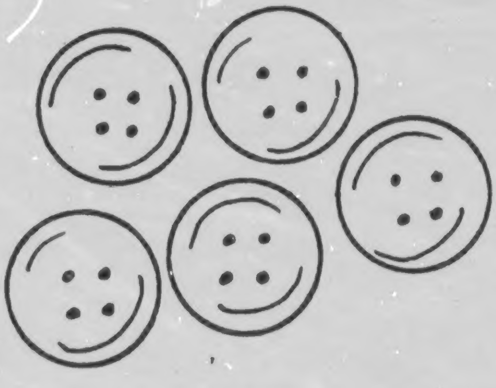

LESSON TWENTY-NINE

Instructions

In this lesson your child will review many of the new ideas he has been learning. He will do more work with colors, numbers, shapes and words that begin with B.

When he calls you to help him with this party hat, help him roll it into a cone and then tape the two sides together. If you tape or staple two pieces of string to the hat, you can tie it under his chin and he can wear it while he finishes the lesson.

To get the lesson ready, write your child's name on the side of the birthday cake on page four. Then cut out the pictures on the cut-out page and put them in a small envelope with the rest of the materials for the lesson.

What This Lesson Does

Gives your child more practice with the numbers 1 to 7.
Reviews the colors: red, orange, yellow, green, purple and brown.
Reviews shapes.
Draws your child's attention to the sound the letter B makes at the beginning of a word.

Materials You Will Need

4 worksheets
1 cut-out page
Envelope to hold cut-out pictures
Crayons
Magic marker
Paste or glue
Scissors
Tape
2 pieces of string (See instructions)

Taping

(Note to parent: Sing the following:)

Happy birthday to you,

Happy birthday to you. . . . . . .

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I wonder whose birthday it is today, (child's name). Let's listen some more and see.

Happy birthday, dear B.B.,

Happy birthday to you!

It's B.B.'s birthday! I bet she's having a party. Get page one and see who else will be there. . (Pause). . There's B.B. in a birthday hat. What's that letter on her hat? . . (Pause). . A "B" for B.B. Very good. Color B.B.'s hat blue, because blue begins with B too. . BEEP. .

Put your finger on Rudy's party hat. . . That's the letter R on Rudy's hat and R is the letter Rudy begins with. Color Rudy's hat red. . BEEP . . Now point to Ship Shapely's party hat. . . Ship's name begins with the letter S and that's an S on his hat. Color Ship's hat yellow. . . BEEP. . .

B.B. invited two more friends to her party. The boy on the left is Bobby and the girl is Betty. Put your finger on Bobby's party hat. . . Say his name. . . Bobby. . . Listen to the sound Bobby begins with. . Say it again. . . Bobby. . . Can you guess what letter belongs on Bobby's hat? . . (Pause). . A "B" because Bobby begins with B. Make a letter B on Bobby's hat and color it purple. . BEEP. .

Do you remember the little girl's name? . . . It's Betty. You say it. . . Betty. . . Listen to the sound Betty begins with. . . Betty. . . B. . B. . Betty. What letter will you draw on Betty's hat, (child's name)? . . (Pause). . Another B. Good for you! Make a B on Betty's hat and color it any color you like. . BEEP. .

It's time for the party to start. . . Say, where's your party hat, (child's name)? . . . Let's make one. Get page two. . (Pause). . First, get your magic marker and write the letter your name begins with in all the circles. If you need help, call me. . BEEP. . . Now color all your initial circles green. . BEEP. . Color all the triangles yellow. . . Color the squares orange. . BEEP. . Your party hat looks great, (child's name)! Get your scissors now and cut along the dotted line. . . BEEP. . . Call me now and I'll come help you finish your party hat. . . BEEP. . .

B.B.'s friends brought her some birthday presents. They're in the envelope. Take them out and spread them out on the table (or floor). . BEEP. . How many pictures are there? Count them. . (Long Pause). . . Did you find seven? . . Very good, (child's name)! Now get page one again. . (Pause). .

Everyone knows that B.B. likes things best that begin with the letter B. So the presents they brought all begin with B. Can you give each one the present he brought? . . . Rudy brought something to play with in water that begins with B. What is it? . . (Pause) . . A Boat. You're right! Paste the boat next to Rudy. . BEEP. . Guess what Ship Shapely brought. It begins with B and it's round like a circle. What do you think it is? . . . (Pause). . Did you guess a ball? . . . Paste the ball in Ship Shapely's hands. . BEEP. . .

Bobby brought something to build with that begins with B. Can you guess what it is? . . (Pause). . Blocks! Very good, (child's name)! Paste the blocks next to Bobby. . BEEP. . Betty brought something to ride on, something that has two wheels. What do you think it is? . . (Pause) . . A bike. Paste the bike next to Betty. . BEEP. . There's a present for you to give B.B. too. But it has to be something that starts with B. Look at the pictures that are left. What are they? . . (Pause). . There's a car. . . a toy bus. . . and a doll. . Which one starts with B. . (Long Pause). . . Did you say the bus? . . Good for you, (child's name)! Paste the bus next to B.B. . . BEEP. .

Let's play with the presents now. Get down from the tape recorder. . (Long Pause). . Now pretend you're bouncing the ball with your right hand. Are you ready?

(Note to parent: Sing the following rhymes to the tune of Row, row, row your boat)

Bounce, bounce, bounce your ball,
Listening to the B's,
Bounce, bounce, bounce the ball,
Bounce it if you please.

Very good, (child's name)! Did you hear all those B sounds? . . Now pretend you're bouncing the ball with your left hand. Ready?

Bounce, bounce, bounce the ball,
Listening to the B's,
Bounce, bounce, bounce the ball,
Bounce it if you please.

Nice going, (child's name)! Now make believe you're playing with B.B.'s blocks. Pretend you're putting them one on top of the other to make a tall, tall building. Are you ready?

Build, build, build with blocks,
Build your building high,
Build a bigger building still
Build it to the sky.

Very good, (child's name)! Did you start low, getting higher, then reach way up to put the top blocks on? . . Let's try it again. This time listen to all the B sounds while you're building.

Build, build, build with blocks,
Build your building high,
Build a bigger building still,
Build it to the sky.

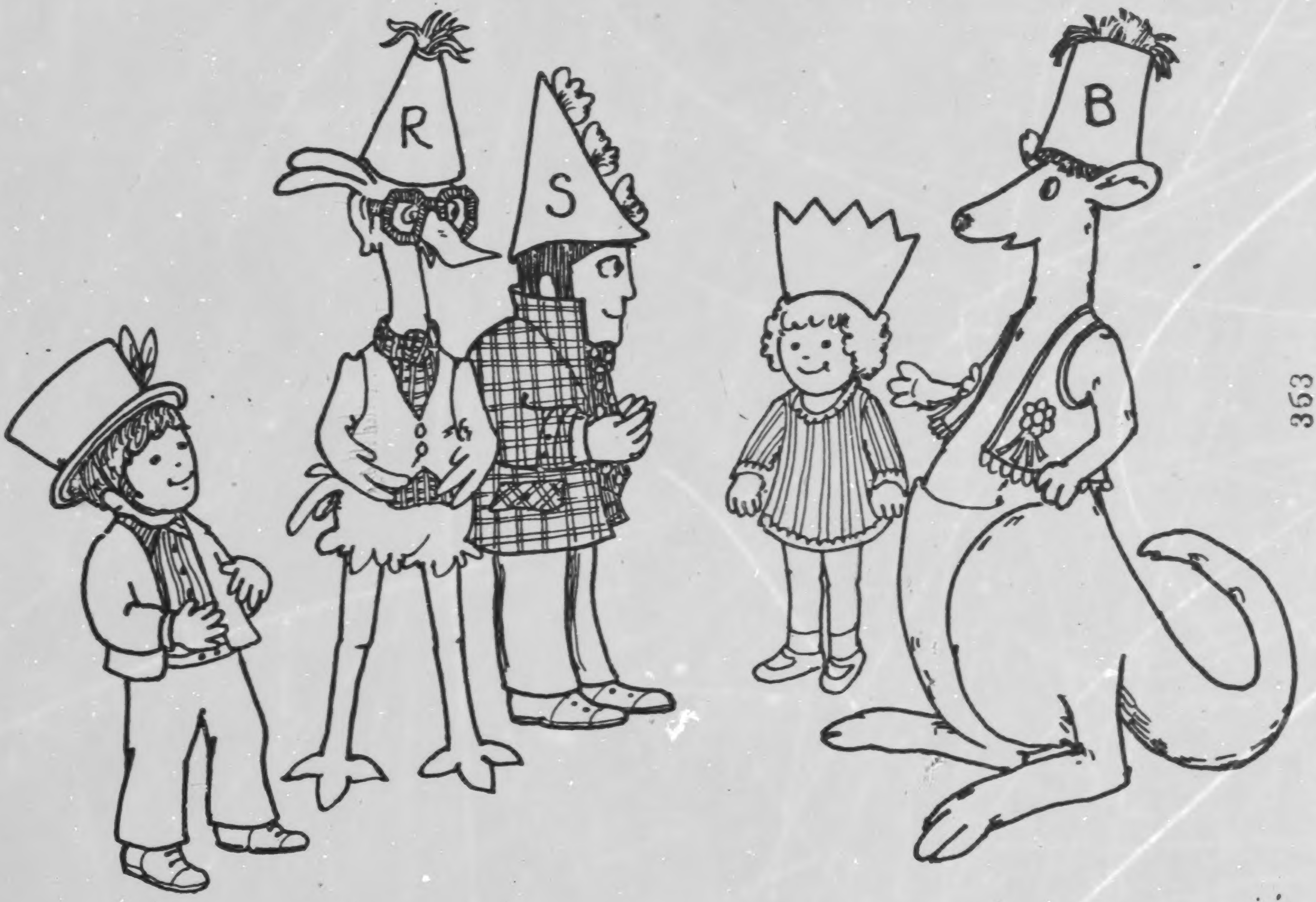
Look out, (child's name)! You built that building so high it's going to fall down on you! CRAAAASH! Too bad, (child's name). But you can build it up again later.

Let's put the presents away now and get page three. . (Long Pause). . Wow! What a cake! But I only see one candle. Is it on the right or the left? . . (Pause). . The left. Somebody forgot to put the rest of the candles on the cake. Will you do it? Get your blue crayon and draw a blue candle in each candle holder. . BEEP. .

How many candles are there now, (child's name)? Count them. . (Pause). . Did you count seven candles? B.B. must be seven years old today. What's the number on the side of the cake? . . (Pause). . Did you say seven? Color the seven purple. . BEEP. .

How old were you on your last birthday, (child's name)? . . (Pause). . Did you say (child's age)? . . You're right! How old will you be on your next birthday? . . (Pause). . Did you say (Child's age next birthday)? . . Right again, (child's name)! You're ______ now and you'll be _____ on your birthday. Now get the last worksheet. It says Page Four at the top. . (Pauce). . Whose cake is that? . . (Pause). . It has your name on it, so it must be yours! Draw (child's age next birthday) candles on your birthday cake. . BEEP. . Happy birthday, (child's name)!

Page 1



LESSON THIRTY

Instructions

In today's lesson, your child will meet the number eight. He will review the colors and get more practice finding words that begin with the letter B.

At the end of the lesson, the script directs your child to make biscuits, using a package of prepared biscuits from the grocery store or supermarket. To get the dough ready for him, take the biscuits out of the package and roll them into a large ball of dough. Put this in a piece of plastic or a plastic bag. Have a cooky sheet, or something similar, ready onto which your child can put the biscuits hemakes.

If you prefer, you can have your child make clay biscuits instead of real ones. In this case, be sure to change the script accordingly.

What This Lesson Does

Reviews the ideas of left and right.
Introduces the number eight and reviews the numbers from 1 to 7.
Reviews the colors.
Givesyour child more practice finding words that begin with the letter B.

Materials You Will Need

4 worksheets
Crayons
Scissors
Paste or glue
Magic marker
Package of prepared biscuits or clay (See instructions)
Cooky sheet or something similar

Taping

Today we're going som eplace special, (child's name) - to Mr. Barney's Bakery. Do you know what a bakery is?. . . . It's a place where people make doughnuts, cakes, pies and lots of other good things to eat. Get page one andyou'll see Mr. Barney's Bakery. . B E E P . .

Can you guess what the word on the door says, (child's name)?. . . . . It says Bakery. What letter does Bakery begin with?. . (Pause). . .

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A B is right! Draw a circle around the letter B. . B E E P . . . The number on the door is a new number. It's the number *eight*. Color the eight purple. . B E E P . . .

Look at the goodies in the window on the *left*. . . There are buns, biscuits, and cookies. Everything has a sign on it. Point to the signs that start with B. . (Pause). . How many are there?. . (Pause). . Two isright. *Buns* and *Biscuits* begin with B. Colorthose two signs red. . B E E P . . . Point to the window on the*right*. . (Pause). . What do you see?. . (Pause). . Cakes and pies and bread. Point to the sign on the cakes. . . Doesit begin with B?. . . . No, it doesn't. Point to the sign on the pies. Does *it* begin with B?. . . It doesn't either. Now point to the sign on the bread. Doesit begin with B?. . . . Yes, bread begins with B. Color the bread sign blue. . B E E P . . .

Everything smells so good, (child's name). Get page two and let's go inside. . (Pause). . There's Mr. Barney the Baker. And look at the tray of cupcakes he's holding. How many cupcakes are there? Start with theone on the *left* and point to each one as we ocunt. . One. . . two. . . three. . . four. . . five. . . six. . . seven. . . *eight* cupcakes!

Mr. Barney's in trouble today. His helper didn't show up and he needs someone to decorate all those cupcakes. Could *you* do it, (child's name)?. . . . Then get your crayons. . (Pause). . Start with the cupcake on the left. Give it some chocolate icing. Colortheicing brown. . B E E P . . . . Good! Put yellow icing on another cupcake. . B E E P . . . . . .

Decorate one cupcake for Hallowe'en. Draw an orange pumpkin on it. . . BEEP . . . Put green icing on another cupcake. . BEEP . . . . Decorate another cupcake for Valentine's Day. Draw a red heart on it. . BEEP . . . How many cupcakes did you do so far, (child's name)? . . . Count the ones you colored. . (Long Pause). . Did you count five? . . . . Very good! How many cupcakes do you have left to do? Count them. . (Pause) . . Three is right. Let's finish them. Put purple icing on one cupcake. . BEEP . . . Make another one red and green for Christmas. . BEEP . . Decorate the last cupcake any way you like. . BEEP . . . You did a beautiful job, (child's name)! Mr. Barney says you can work forhim any time. Did you notice the dots on Mr. Barney's hat? There's supposed to be a letter there, but it must have faded in the wash. Get your magic marker and connect the dots. BEEP . . . What letter did you make? . . (Pause). . A B is right. B for Barney.

Now get page three and you'll see something else Mr. Barney bakes. . (Pause). . Those are Mr. Barney's best cookies. He puts pictures on them specially for girls and boys like you. What shape are Mr. Barney's cookies? . . (Pause). . They're round circles. See if you can find the cookies as I name them. Point to the bus cookie. . (Pause). Find the horn cookie. . (Pause). . Find the boat cookie. . (Pause). . Point to the bell cookie. . (Pause). . Point to the book cookie. . (Pause). . Find the bee cookie. . (Pause). . Find the scissors cookie. . (Pause). . Now point to the ball cookie. . (Pause). . Very good, (child's name). How many cookies are there? Count them. . (Long Pause). . Did you count eight cookies, (child's name)? . . . You're absolutely right! Now get Mr. Barney's cookie sheet on page four. . (Pause). . Count the circles on the cooky sheet. . (Long Pause). . How many are there?. . (Pause). . Six spaces. Uh, oh! There are eight cookies but there's only room for six cookies on the cooky sheet. What shall we do? I'll give you a clue. What letter is in the circles?. . (Pause). The letter B. I'll bet Mr. Barney just wants to bake B-cookies today. Can you help him?. . . .

Take your magic marker and mark the cookies that begin with B. . . (Pause). . Start with the cookies in the top row. What's the one on the left?. . (Pause). . A Boat. Does boat begin with B?. . (Pause). Yes, it does. Write the letter B on the Boat-cookie. . BEEP . . . What's in the next cookie?. . (Pause). . A scissors is right. Does scissors begin with B?. . . . . No sirree! Look at the last cooky in the row. What is it? . . (Pause). . A Bus. Does bus begin withB?. . . That's easy. Bus begins with B so make a B in the bus-cookie. . BEEP . . .

Look at the two cookies in the middle row. What are they?. . . (Pause). . A horn and a book. One of those begins with B. Do you know which one it is?. . (Pause). . Ifyousaid book, you're absolutely right! Put a B on the book-cookie. . BEEP . . .

Look at the cookies in the bottom row. Point to the one on the left. . . What's in that cookie?. . (Pause). . A Ball. Does ball begin with B?. . Yes it does. Make a B in the ball-cookie. . BEEP . . . What's in the middle cookie?. . (Pause). . A bell. Does bell begin with B?. . . .

Yes, it does. Make another B in that cooky. . B E E P . . . How many B-cookies have you found so far? Count them. . (Long Pause). . If you got five, you're doing great. There's just one more. What is it?. . (Pause). . The bumblebee. Make a B on the bee. . B E E P . . . If you like, you can color all the B-cookies you found. Then cut them out and paste them on Mr. Barney's cooky sheet. . B E E P . . . .

Now here's apoem. Listen:

"Bake some biscuits,

Bake some bread,

Bake some butter buns,

Barney", I said.
What do you suppose Mr. Barney answered?

"I'll bake biscuits,

I'll bake bread,

I'll bake butter buns,

Till you're fed."

I heard lots of words beginning with the letter B. Did you? I'll say the poem again and this time, let's clap on every word that begins with B. Are you ready?

(Note to parent: Clap your hands on each word that is underlined.)

"Bake some biscuits,

Bake some bread,

Bake some butter buns,

Barney," I said.

"I'll bake biscuits,
I'll bake bread,

I'll bake butter buns
Till you're fed."

Did you get the idea, (child's name)?. . . Let's try it onemore time. Be sure to clap good and loud on all the B-words. . .

"Bake some biscuits,
Bake some bread,
Bake some butter buns,
Barney", I said.

"I'll bake biscuits,
I'll bake bread,
I'll bake butter buns,
Till you're fed."

That was very good, (child's name). Tell me, would you like to bake some biscuits?. . . Real ones?. . . Biscuits are made from dough that has flour and salt andother things in it. Get the dough in the plastic bag I put with your things. . . . Take it out of the bag. . BEEP . . .

(Note to parent: Give your child instructions here if you want him to work with the dough in some particular place.)

Now roll the dough in your hands. . (Long Pause). . How does it feel?. . . Isit a little sticky?. . . . Is it soft?. . . . Is it hard?. . . . You be a baker now and make some biscuits for supper tonight. Take a littlepiece of dough and roll it into a ball, just like you did with your clay. . . (Long Pause). . Now flatten the ball so it lookies like a cooky. . Then put it on the cooky sheet. . BEEP . . . Take anotherpiece of dough and do the same thing. . BEEP . . Keep going till you've made *eight* biscuits. . If you need help, call me. . BEEP . . .

Do you have *eight* biscuits?. . . Count them to make sure. . (Long Pause). . Bring me the cooky sheet and I'll put it away until suppertime. I can't wait to taste your biscuits. Can you?. . BEEP . . .

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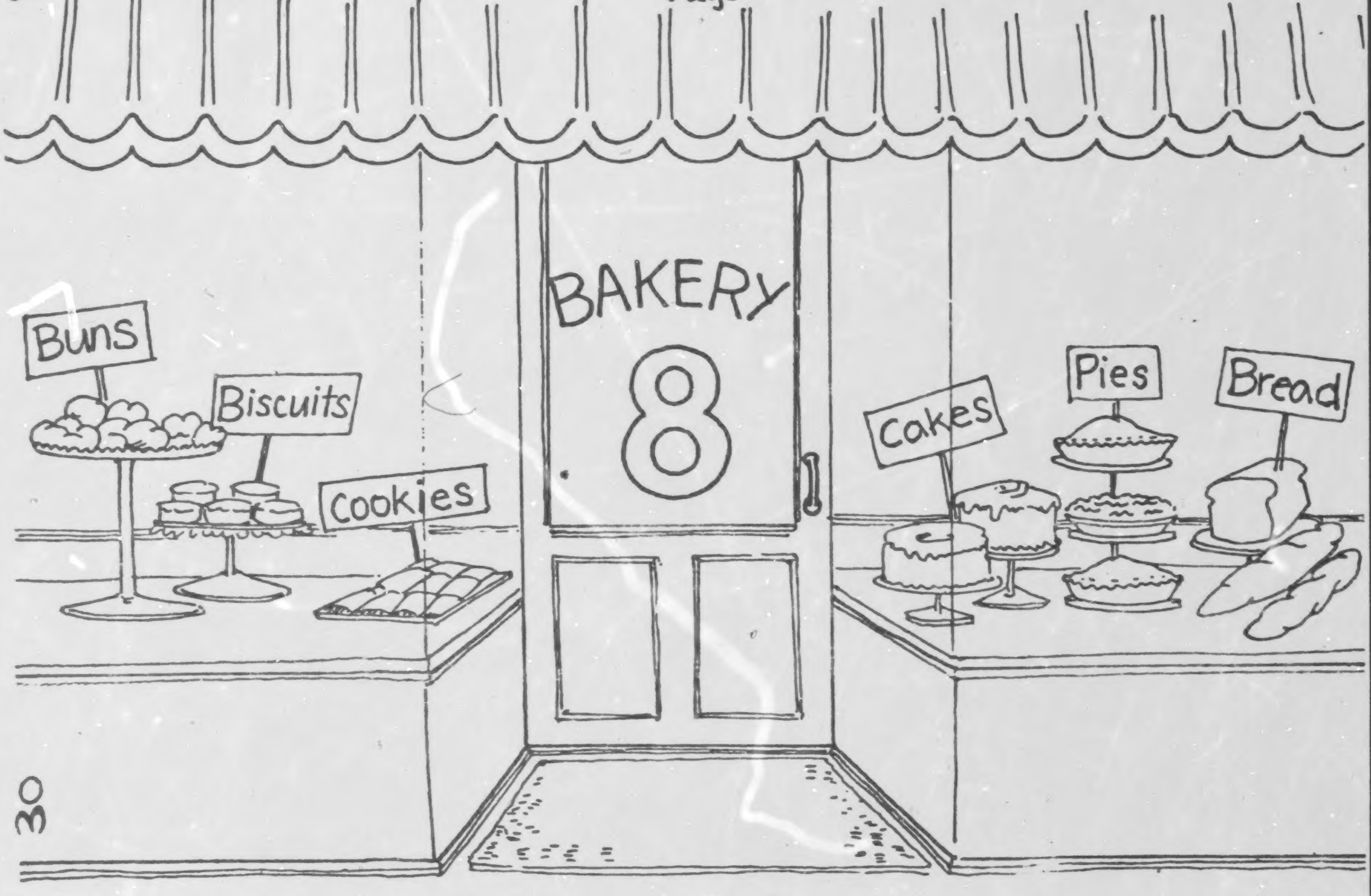
Page 1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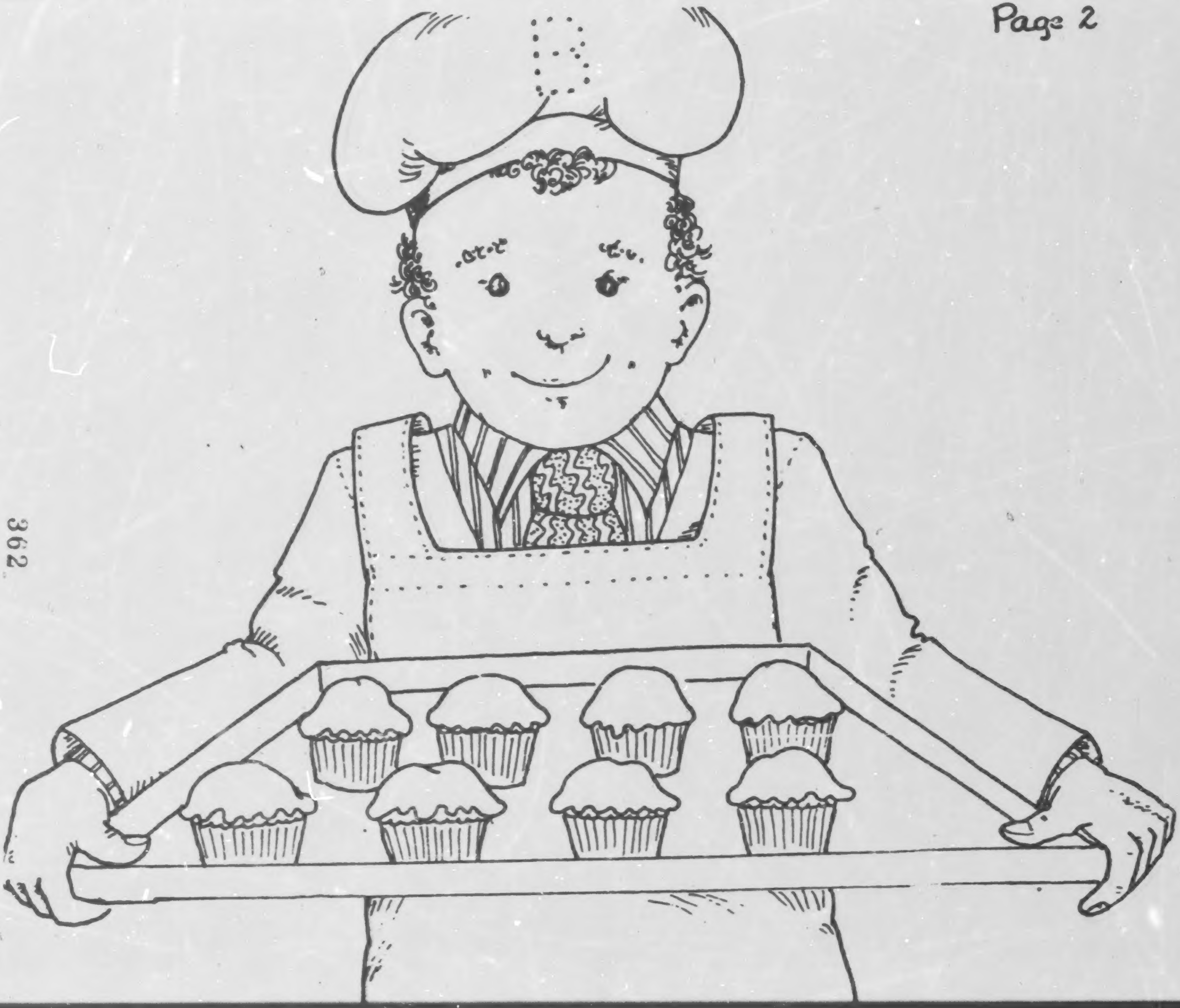
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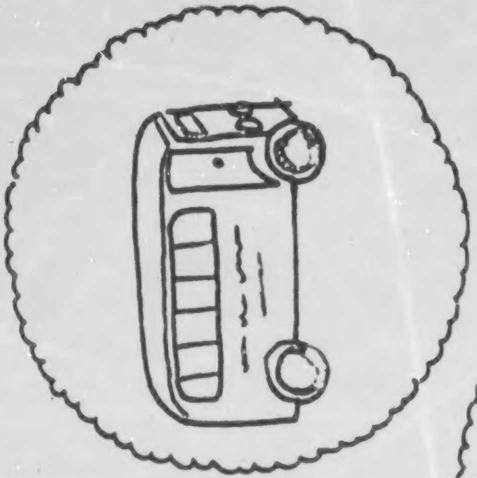

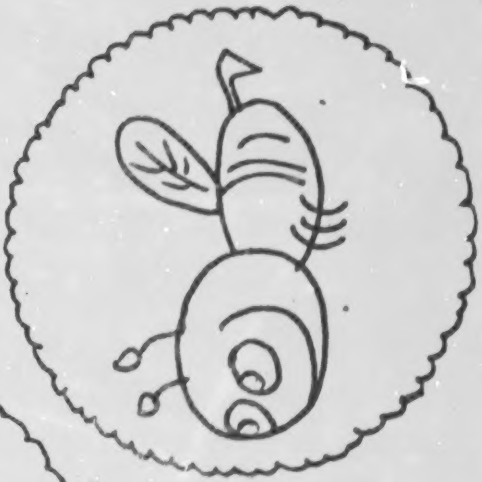

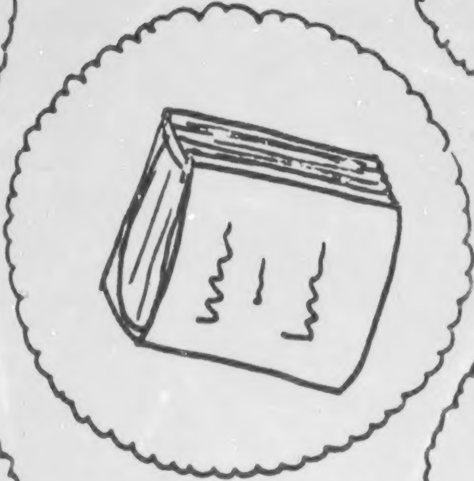

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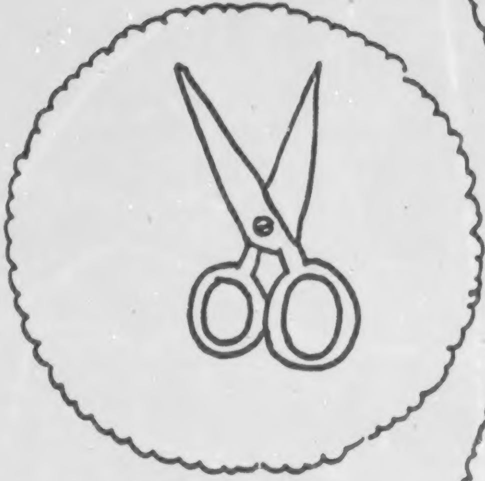
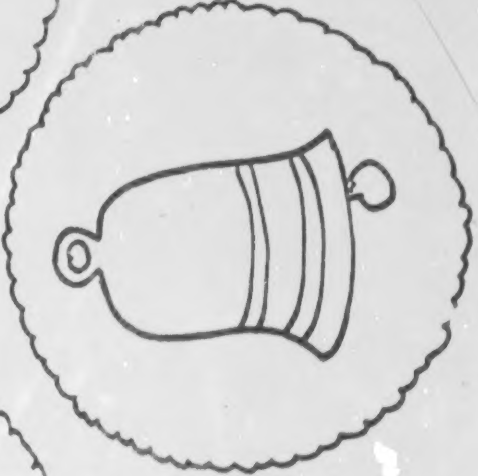
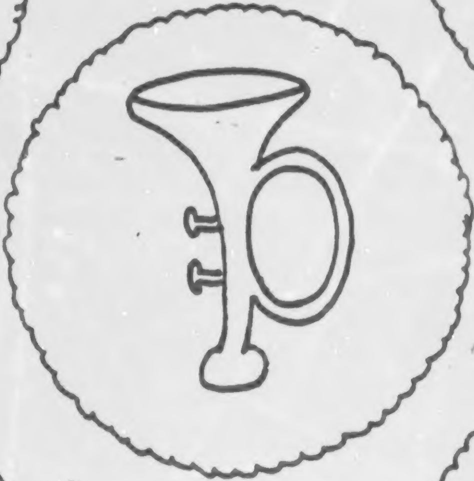
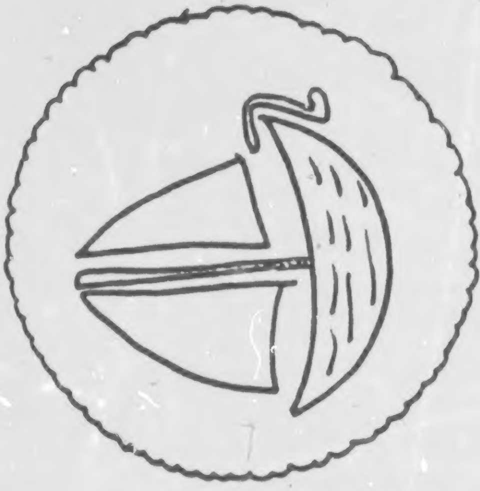
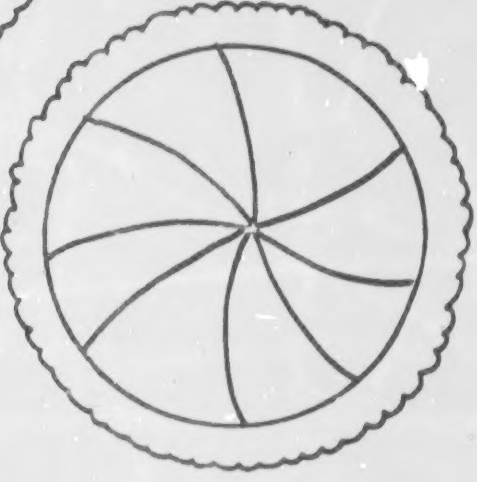










-3

Hints for Parents

In today's lesson, your child met the number 8.

He also reviewed the numbers from 1 to 7, the colors, and the letter B.

More Ways to Help Your Child Learn

1. Give him the attached worksheets.

On Page 1 there are eight pies. Ask your child to count the number of slices in each pie. Then have him cut the pictures apart, so there are eight pie-cards. See if he can arrange them in a row, starting with the pie with one slice on the left, nextthe pie with two slices, etc.

To play another game with the pie-cards, you will need worksheet 2. Have your child mix up the cards. Then ask him to put the pie with three slices on top of the number 3 box. Have him continue fitting the pictures on the appropriate boxes until just the number 1 box is left. If the pie with only one slice is the card remaining, then your child has "won" the game.

Worksheet 3 can be used for several different counting games. This time your child can cut out both the pie and the slices. Then you might give him 2 or 3 plastic or paper plates. Then tell him to put a given number of slices on each plate. Or you might say, "Put two slices on the first plate. Now how many slices are left? Put two slices on the second plate. Now how many are left?", etc.

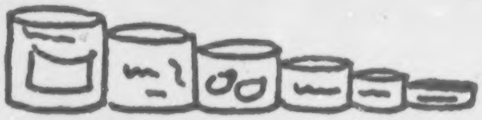
Later, see if your child can put the eight pieces back together again to make a whole pie.

If you think your child is ready, now is a good time to begin to teach him the idea of half. After he has cut out the pie, ask him to cut it in half along the solid middle line. Let him put one half on top of the other to see that both halves are alike.

You will probably be able to think of other ways you can use the pie worksheet to teach your child more about numbers.

2. Young children love to be in the kitchen and enjoy even the simplest chores if they can perceive them as useful and not just "busy-work". With a little extra effort, you can use these kitchen activities to teach your child many things.

For example, after you have done the weekly shopping, you might ask your child to help put away the groceries. He can put the boxes on the top shelf, the cans on the bottom shelf - a simple sorting exercise. Or you might ask him to count the cans of soup or the jars of baby food. Maybe he can find all the things that begin with the letter B or arrange the cans according to size, like this:

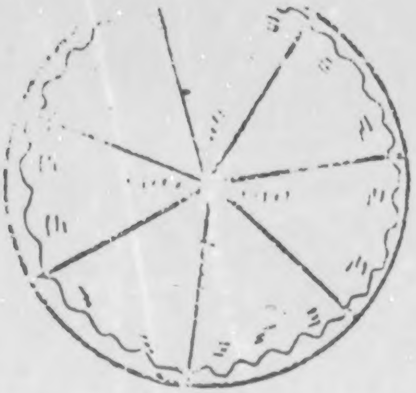


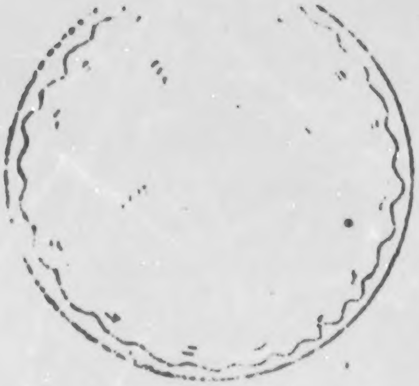
Most children love to "cook" and there are some things even a young child can make with just a little help. Jello and instant puddings are both quick and easy to prepare. Packaged refrigerator biscuits are fun for children to work with. You can roll the biscuits into a ball of dough and then let your child make biscuits, or whatever else he can think of, out of the dough.

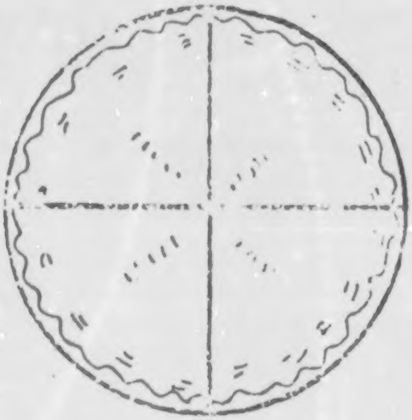
If you have time to mix up some cooky batter, your child will enjoy cutting out the shapes with cooky cutters or jar tops of various sizes.

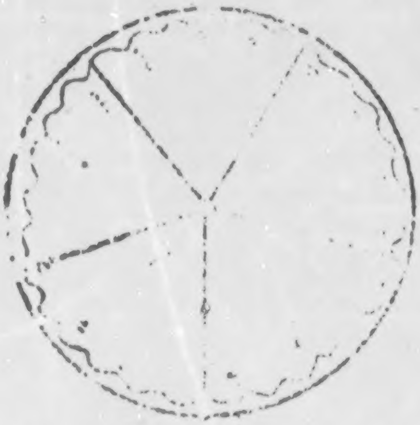
If you have a vegetable peeler, you can show your child how to peel carrots. Show him how to hold the carrot with the bottom on a flat surface and move the peeler in a downward motion so he won't cut himself. He'll probably want to eat the carrots after he peels them.

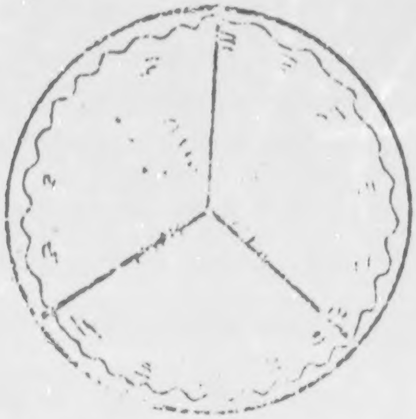
After you've tried out one or two of these suggestions, you'll probably be able to think of many more similar activities that both you and your child will enjoy.

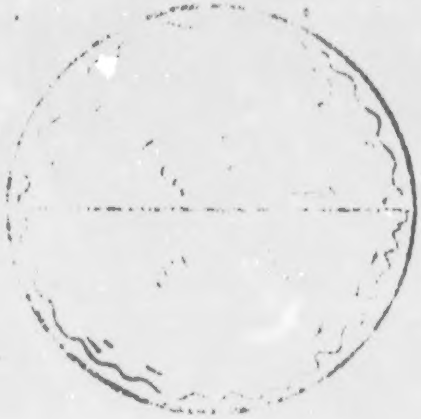


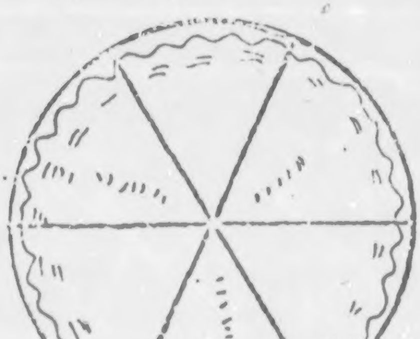


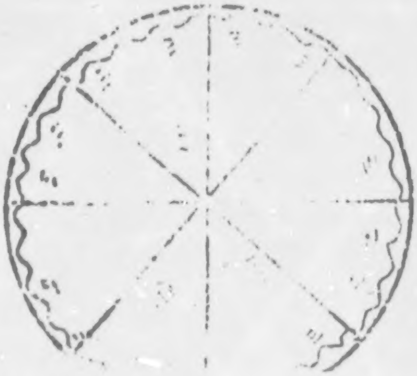












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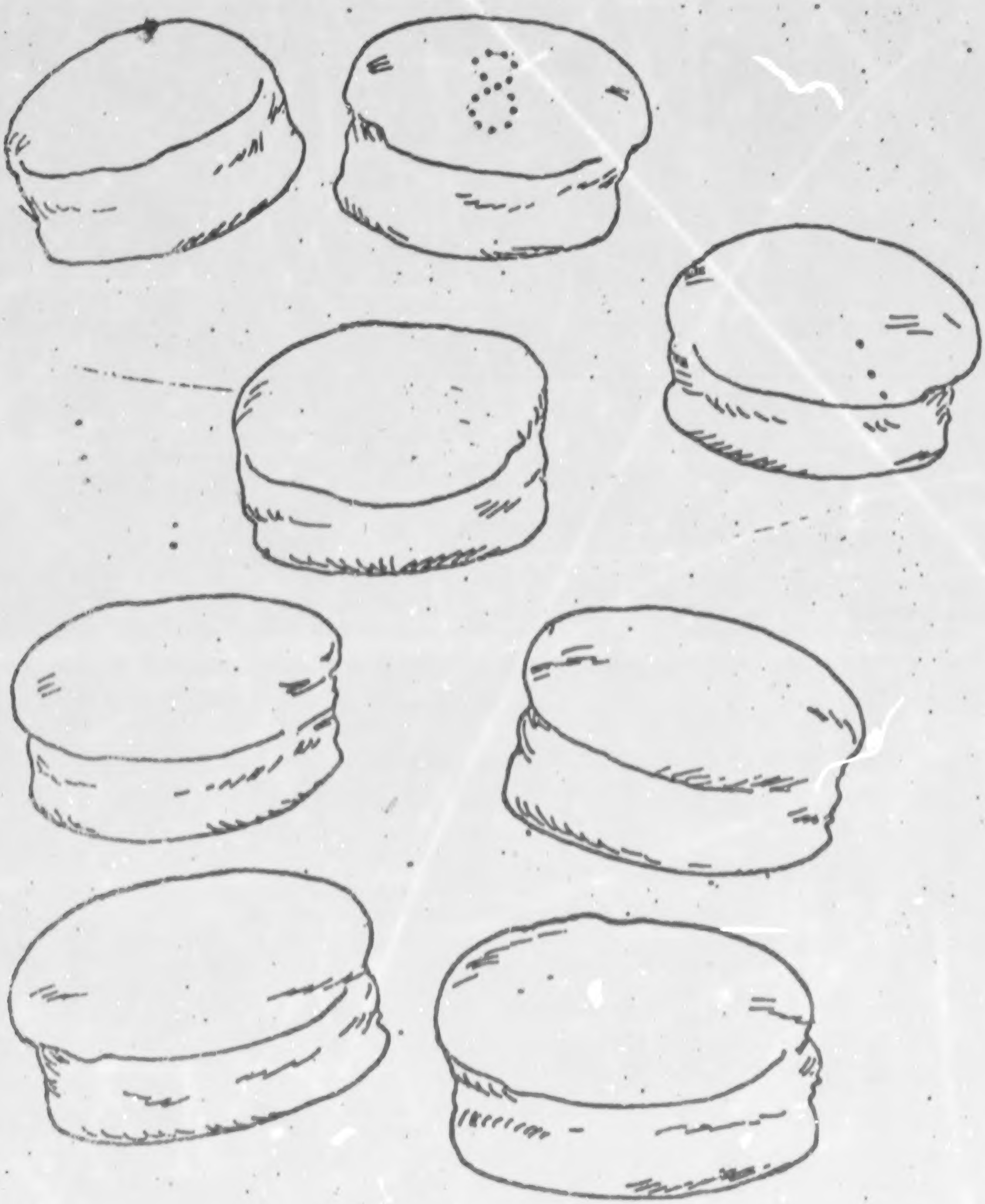
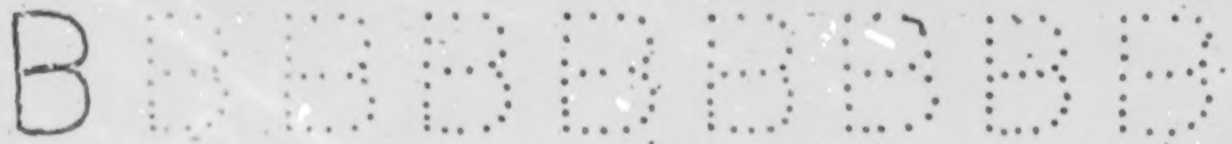
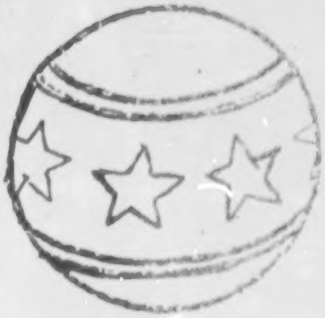
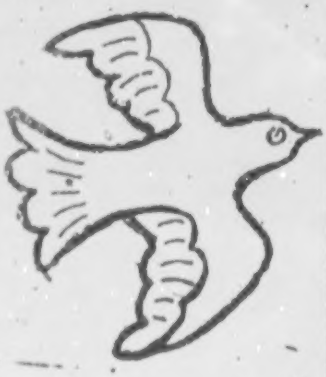


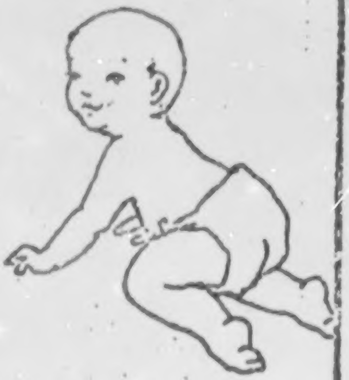
Count the biscuits.
Connect the dots to finish the number. What number does it make?
Write an eight on all the rest of the biscuits.

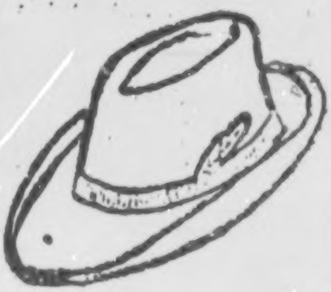


Connect the dots to finish theletters.

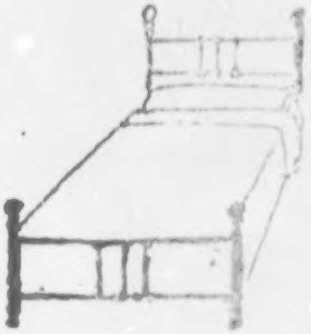


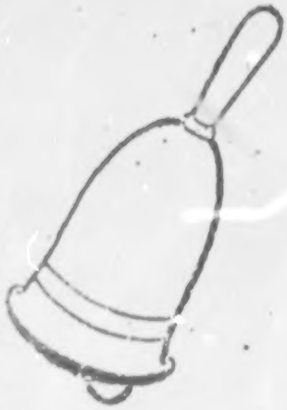


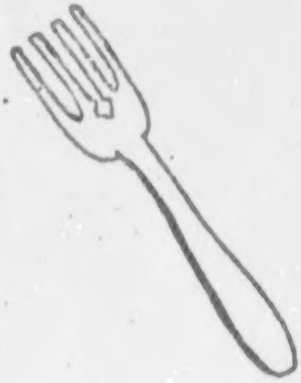


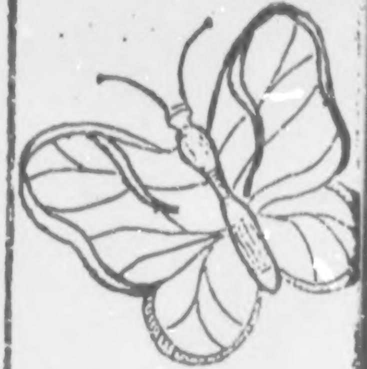


Write a B on all the pictures that begin with B.
Find the picture that doesn't begin with B. Color it brown.









Write a B on all the pictures that begin with B.
Find the picture that doesn't begin with B.
Color it blue.

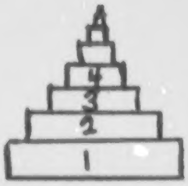
LESSON THIRTY-ONE

Instructions

Today your child will meet a new shape - the rectangle and a new color - black. He will see the word Train for the first time, too. In addition, he will review the other shapes and colors he has learned so far as well as the numbers from 1 to 8.

To get the lesson ready, fold a paper napkin (just as it comes from the package) in half diagonally, so it makes a triangle. Put it with the rest of the materials for the lesson.

Keep an eye on your child as he puts together the rectangle-skyscraper at the end of the lesson. He should place the shapes above one another as in the diagram below. The phrase "on top of" may confuse him, however, so make sure that he gets started correctly. Once he gets the idea, he'll probably want to finish it himself.



What This Lesson Does

Introduces the new shape - rectangle.
Reviews circles, squares and triangles.
Introduces the sight word Train.
Introduces the new color - black.
Reviews the other colors.
Gives your child more practice with the numbers from 1 to 8.

Materials You Will Need

4 worksheets
Crayons (red, orange, yellow, green, blue,
  purple, brown and black)
Paper napkin, folded once to make a triangle
Scissors

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XXXI-2

Taping

Here comes Ship Shapely, and guess where he's going today, (child's name). . . Get page one and see. . BEEP. . Ship's taking a train ride on that funny-looking train. Do you know what kind of a train it is? . . . It's a shape train, because it's made out of shapes. Point to the big circles. . . They're the train's wheels. Color all the big circles red. . BEEP. . Color the little circles yellow. . BEEP. . There's a big triangle at the front of the train. Point to it. Color that triangle brown. . BEEP. . There are some little triangles, too. Color them green. . BEEP. . Color the little squares orange. . BEEP. . I see some big squares, too. They're the cars of the train. Color the square with a seven in it purple. . BEEP. . Color the #5 square red. . BEEP. . Color the square with an eight in it blue. . BEEP. . There's one big shape left, and it has the number one on it. Point to it. . . How many sides does that shape have? Count them. . (Pause). . Did you count four sides? . . What shape has four sides? . . (Pause). . A square. Squares have all their sides the same. Does this shape have all its sides the same? . . (Pause). . No. It has two long sides and two short sides. . (Pause). . This shape is called a rectangle. Can you say rectangle? . . (Pause). . Louder. . (Pause). . Good! Rectangles and squares both have four sides, but the rectangles' sides aren't all the same. Let's make the rectangle a new color to help you remember it. Can you find your beautiful black crayon? Call me if you're not sure which one it is? . . (Pause). . Color the rectangle black. . . BEEP. .

Very good, (child's name). Under the train there's another rectangle. It has a word inside. Point to the word inside the rectangle. . . . Can you guess what that word says? . . . Train is right! Good guessing, (child's name).

Where do you suppose Ship Shapely is going on the shape train? . . . He's going to Super City. Get page two and we'll see what it looks like. . (Pause). . Wow! What a city! I see lots of signs, don't you? . . What shape are the signs? . . (Pause). . Did you say rectangles? . . Very good. Now find the sign that says Bus. . (Pause). . . Color it yellow. . BEEP. . Now people can find the Super City bus stop. Find the sign that says Bike. . (Pause). . Color it red. . BEEP. . Good. Now everyone can find the Super City bike store. Find the sign that says Car. . (Pause) . . Color it green. . BEEP. . Good. Now people can find the Super City Car Wash. Find the last sign. What does it say? . . (Pause) . . Train is right. Color the train sign black. . BEEP. . Very good, (child's name)! That's the Super City train station and Ship Shapely must be getting off now. If you like, you can color the rest of Super City too. . . .

You'll never guess who Ship Shapely's going to visit! His friend, Shazam, the Magician. Shazam does tricks with shapes and he's going to show you one now. Get the napkin. . (Pause). . It's folded into a shape. What shape is it? . . (Pause). . A triangle. Now, abracadabra, doodledy-doo, that shape is going to change for you! Unfold the triangle just once. If you don't know how to do it, call me. . . BEEP. . What shape do you have now, (child's name)? . . (Pause). . A square. Wow! You made the triangle turn into a square, just like that! How do you know it's a square? . . (Pause) . . Because it has four sides all the same. Now abracadabra, doodledy-doo, that shape's going to change for you! Unfold the square one more time. . (Pause). . What shape do you have now? . . (Pause) . . A rectangle. Why is it a rectangle? . . (Pause) . . Because it has four sides that aren't the same. One more trick. . . Abracadabra, doodledy-doo, that shape's going to change for you! Open the napkin all the way up . . (Pause). . What shape do you have? . . (Pause). . A square! Good for you, (child's name)! You're as good a magician as Shazam is!

Shazam does some more magic tricks, too. He can even turn you into things and then turn you back again. Want to see? . . Then get down from the tape recorder and listen carefully. . (Long Pause). . .

Abracadabra, doodley-doo,
Turn (child's name) into a kangaroo.

Did the trick work, (child's name)? . . If it did, then hop around the room like a kangaroo. . Hop. . hop. . hop. . over to the TV. . hop. . . hop. . .hop. . . over to the sofa. . . hop. . . hop. . . hop. . .and back to the tape recorder. . . hop. . . hop. . STOP!

Shazam's got another trick up his sleeve. Listen:

Abracadabra, abracadabree,
Turn (child's name) into a bumblebee.

Did Shazam's magic work that time? . . . Then fly around the room and buzz real loud like a big, busy bumblebee. . . Bzzzzz. . Bzzzzz. . . Louder, bumblebee. . . BZZZZZ. . . BZZZZZ. . . BZZZZZ. . Ouch! Did you sting Shazam before he could change you back again. He'd better do something fast. Here goes:

Abracadabra, abracadee,
Turn (child's name) into a squirrel in a tree.

That's much better, (child's name). Do you know how squirrels sit, up on their hind legs, while they eat up all the nuts they've found? You sit like a squirrel and eat. . . eat. . . eat up all your nuts. How many do you have? Let's count them. . . One. . two. . three. . four. . five. . six. . seven. . *eight* nuts. Sounds great to me. But now let's see if Shazam can change you back again. Listen:

Abracadabra, count to *ten*,
Turn (child's name) back to himself (or herself) again!

Can you do it, (child's name)? . . I'll help you count to ten. One. . .two. . three. . four. . five. . six. . seven. . eight. . nine. . *ten*! Are you your very own self again? . . . . Whew! I sure am glad, aren't you? Now let's go back to Super City. How would you like to build a super skyscraper for Super City? . . . Then get your scissors and the last two worksheets. . (Long Pause) . . What are all those shapes? . . (Pause) . . They're *rectangles*. You're right! Cut out all the rectangles on page three. . BEEP . . Now cut out all the rectangles on page four. . BEEP . .

Now let's build the super skyscraper. Find rectangle number one and put it down in front of you. . (Long Pause). . Get the number two rectangle and put above rectangle number one. That's the second floor of the skyscraper. . (Pause). . Now put rectangle number three on top of the second rectangle. That's the third floor of the skyscraper. . (Pause). . Tell me, (child's name), are the rectangles getting bigger or littler as they go up higher and higher? . . (Pause). . They're getting littler, aren't they? . . Now see if you can finish the skyscraper all by yourself. If you need help, call me. . BEEP. .

What a skyscraper you built, (child's name)! I bet it's the biggest one in Super City. What do you think? . . BEEP. . .

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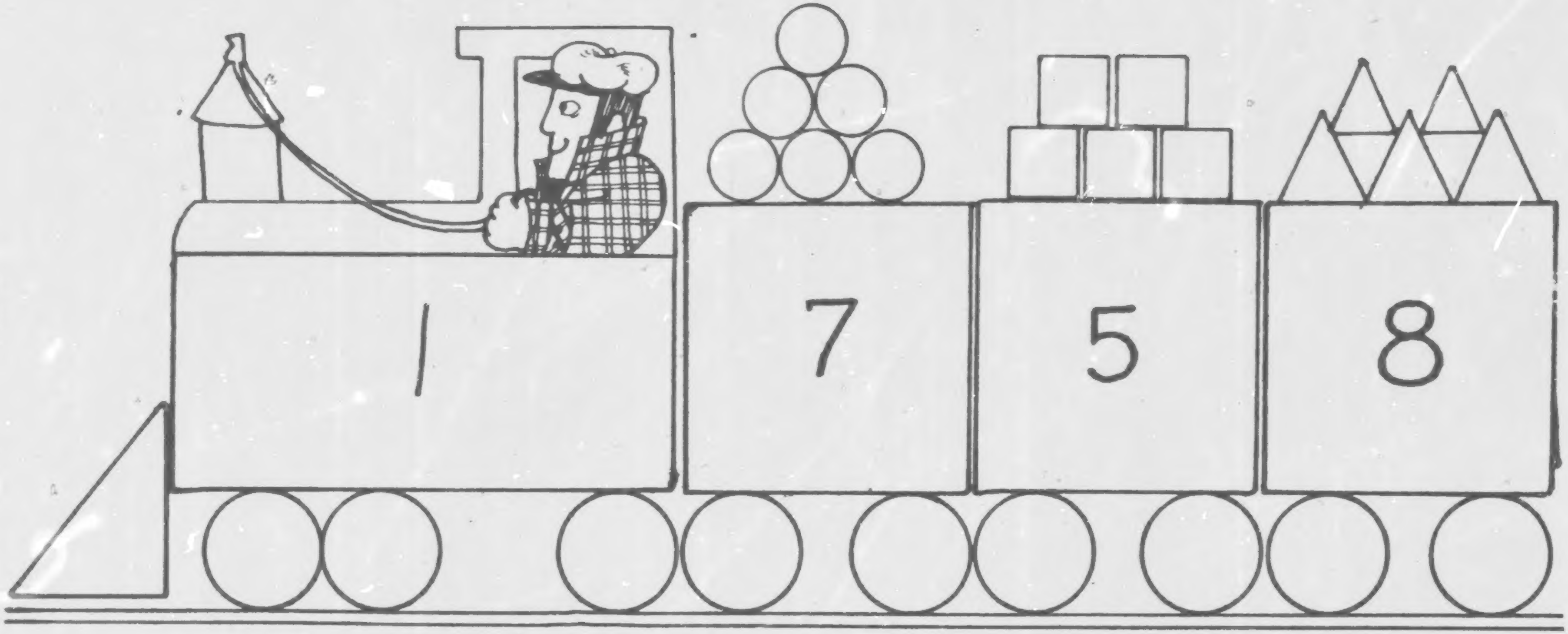
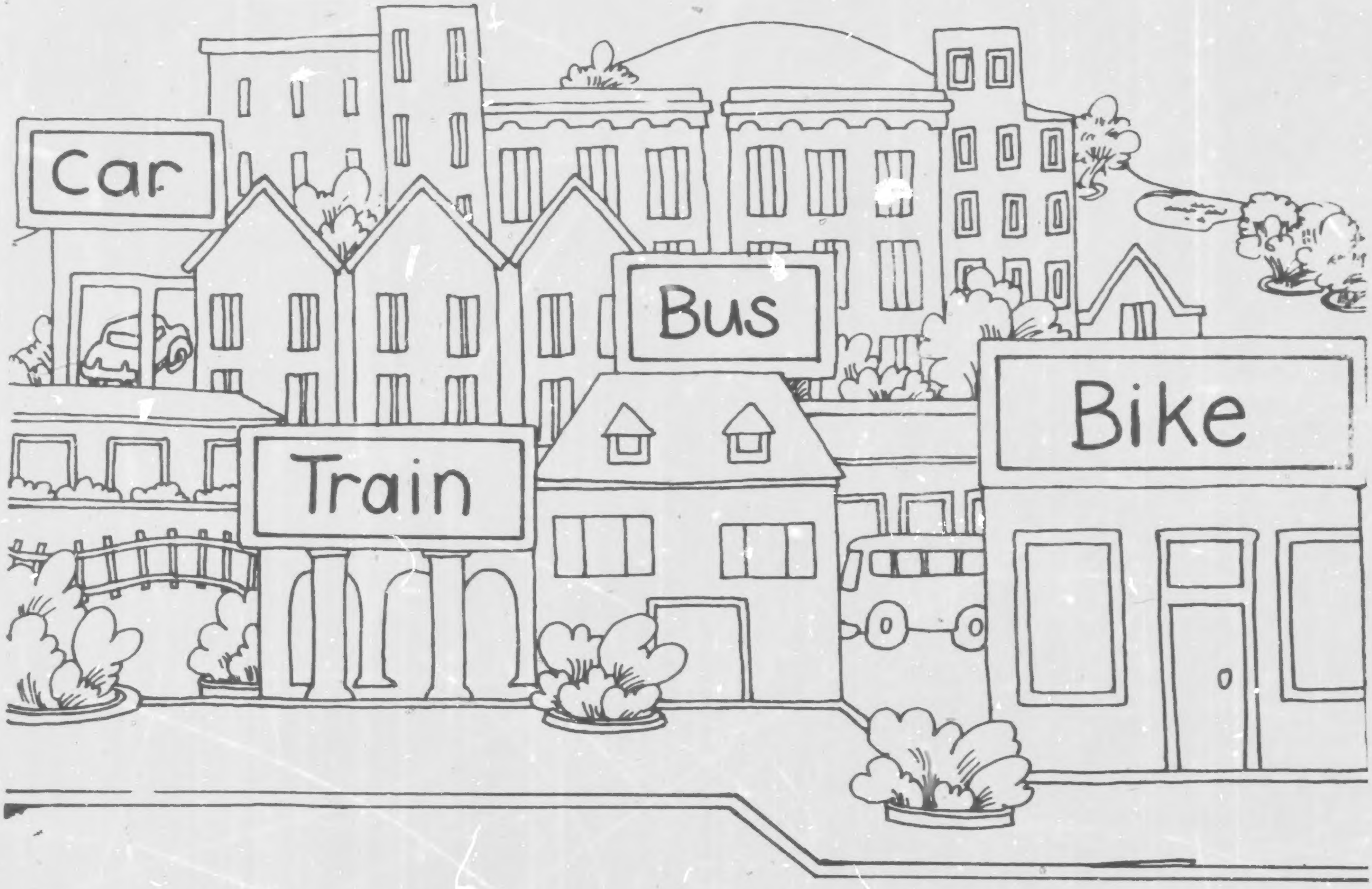
Page 1



Train

31-2

Page 2


Car
Bus
Train
Bike

3 Page 3

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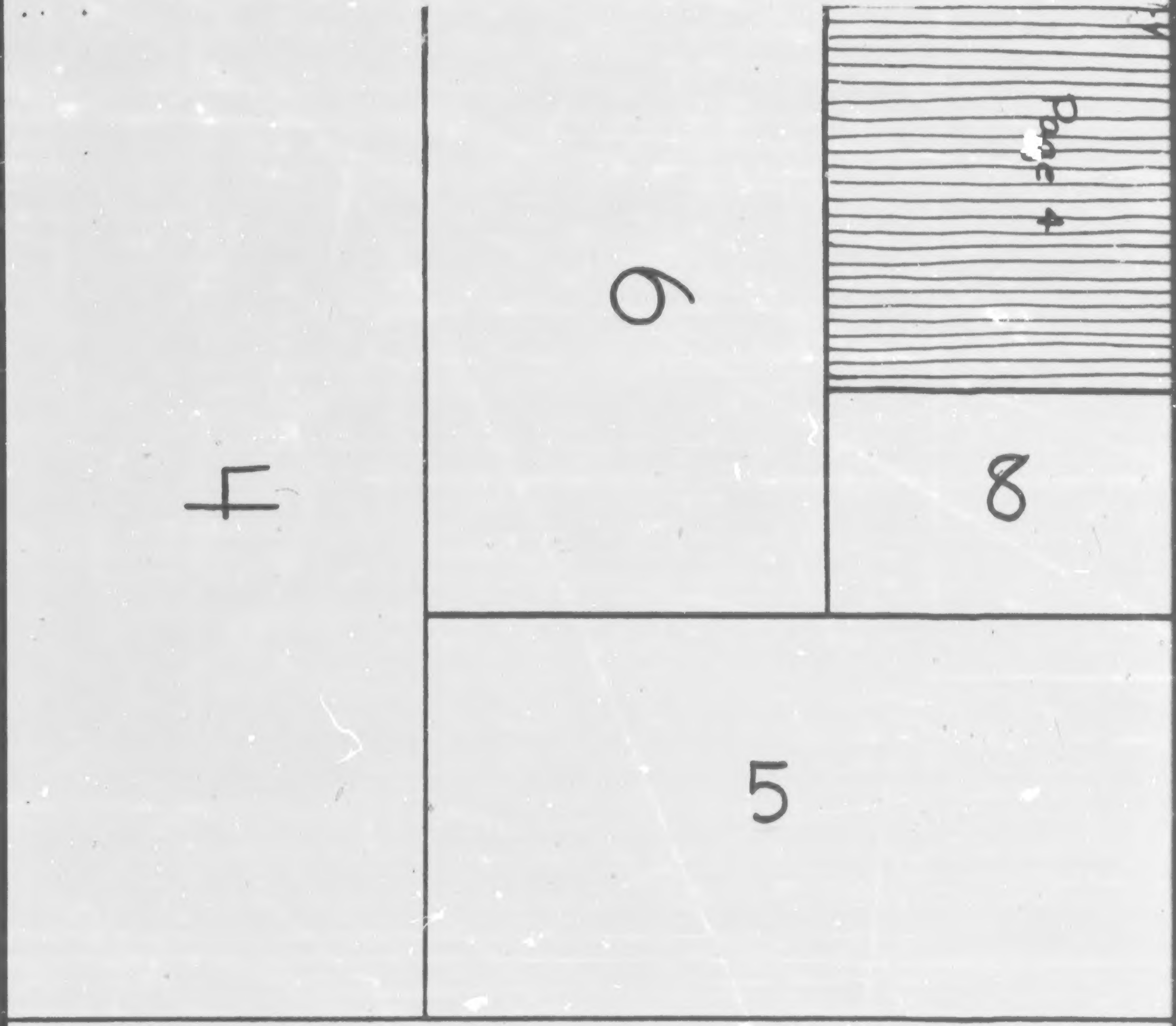

3

LESSON THIRTY-TWO

Instructions

Today your child will review many of the new ideas he has been learning in the last several lessons. He may need a little help putting the train together, so plan to be nearby while he works.

What This Lesson Does

Introduces ordinal numbers (second, third and fourth)
Reviews black
Gives your child more practice with the numbers 1 to 8
Reviews the ideas of first, next and last
Reviews rectangles
Reviews the sight words Car, Boat and Bike
Reviews left and right

Materials You Will Need

6 worksheets
Tape
Crayons
Scissors
Paste
8 toothpicks

Taping

Chug. . . . Chug. . . . Chug-a-rug. . . Chug-a-rug. . . Chug! Do you hear that train, (child's name)?. . . Get worksheet number one and see what the train looks like. . B E E P . . . There's the engine. Do you know what color engines are?. . . . . . They're black. Get your black crayon and color the engine. . B E E P. . . Color the wheels red. . . . B E E P . . . Make the engineer's hat blue. . B E E P . . . Color the engineer's clothes orange. . B E E P . . . There's a word under the picture. Can you read what it says?. . (Pause). . Did you say Train? . . . Very good, (child's name)!

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An engine isn't a whole train. We need some cars for the engine to pull. Get worksheet number two. . (Pause). . What's the number on the car?. . (Pause). . A one. Good. We need another car. Get page three. . . (Pause). . What's the number on that car?. . (Pause). . Two is right! We need one more car. Get worksheet number four. . (Pause). . What's the number on that car?. . (Pause) . . If you said three, you're right again! Now let's hook up the cars. Get car number one and put it down under your left hand. . (Pause). . Get car number two and put it down under your right hand . . (Long Pause). . Now car number one is on the left side of car number two. Tape them together that way. . BEEP. . . .

Get car number three. . (Pause). . Tape car number three to car number two. . BEEP. . . . Very good, (child's name)! Now the three cars are all hooked up. Which is the first car?. . (Pause). . Did you say car number one?. . . You're right! Which is the second car?. . . (Pause). . Car number two is the second car. Put your finger on car number three. . (Pause). Car number three is the third car. One is first. . two is second. . . three is third. Now let's load up the cars so they'll be ready to go. Get worksheet number five. . (Pause) . . .

There are three crates to load on the cars. Get your scissors and cut out the crates. Cut along the dotted lines. If you need help, call me. . BEEP. . . What shape are the crates you cut out, (child's name)?. . (Pause). . They're rectangles. Very good! Find the crate that says Bike . . (Pause). . Paste it on car number one

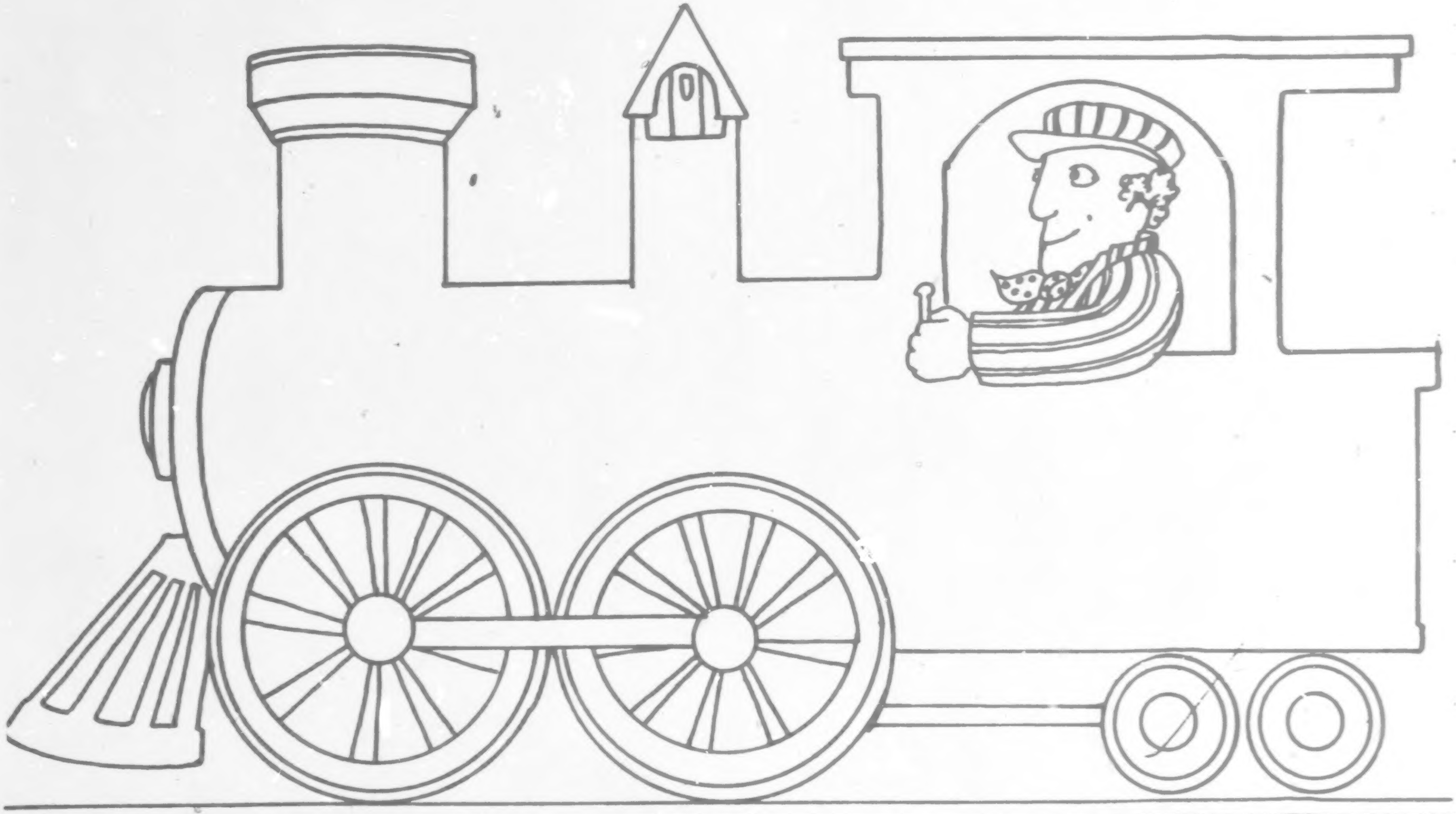
. . BEEP . . . Car number two will carry some boats. Find the crate that says Boat . . . . (Pause). . Paste it on car number two . . BEEP . . . Car number three will carry some cars. Find the crate that says Car. . (Pause). . Paste it on the number three car . . BEEP . . .

Very good work, (child's name). Now let's play a pretend game. First, get down from the tape recorder. . (Pause). . Now you be a train. . Are you ready to start your engine?. . . Let's go. Chug. . . chug. . . chug-a-rug. . . chug. . . The first stop is over by the door. Take your train over to the door. . . Chug. . . chug . . . chug-a-rug. . . chug. . . Put on the brakes, engineer and let the people off. . (Pause). . The second stop is by the window. . . Chug over to the window, train, that's stop number two. . . Chug. . . chug. . . chug-a-rug. . . chug. . . chug. . . Put on your brakes, engineer. We're at the window, our second stop. . . Stop number three will be under the table, so head for the third stop. . . Chug. . . chug. . . chug-a-rug. . . chug. . . Chug over to the table, train. . . slow down. . . . . and STOP!. . . . Now head for stop number four. The fourth stop will be over by the TV. . Chug. . . chug. . . chug-a-rug. . . chug. . . Stop, engineer. . . stop at the fourth stop. . . Now the last stop will be back at the tape recorder. . . Chug. . chug. . . chug-a-rug. . . chug. . . Chug over to the last stop, engineer. . . (Pause). . Put on your brakes. This is the last stop. Shut your engine down; that's the end of the line. . .

Can you remember every place you went, (child's name)? . . . . Let's think. The first stop was by the door. The second stop was over by the window. The third stop was under the table. Where was the fourth stop?. . (Pause) . . Stop number four was by the TV. Where was the last stop?. . (Pause). . . Right back at the tape recorder. That's right!

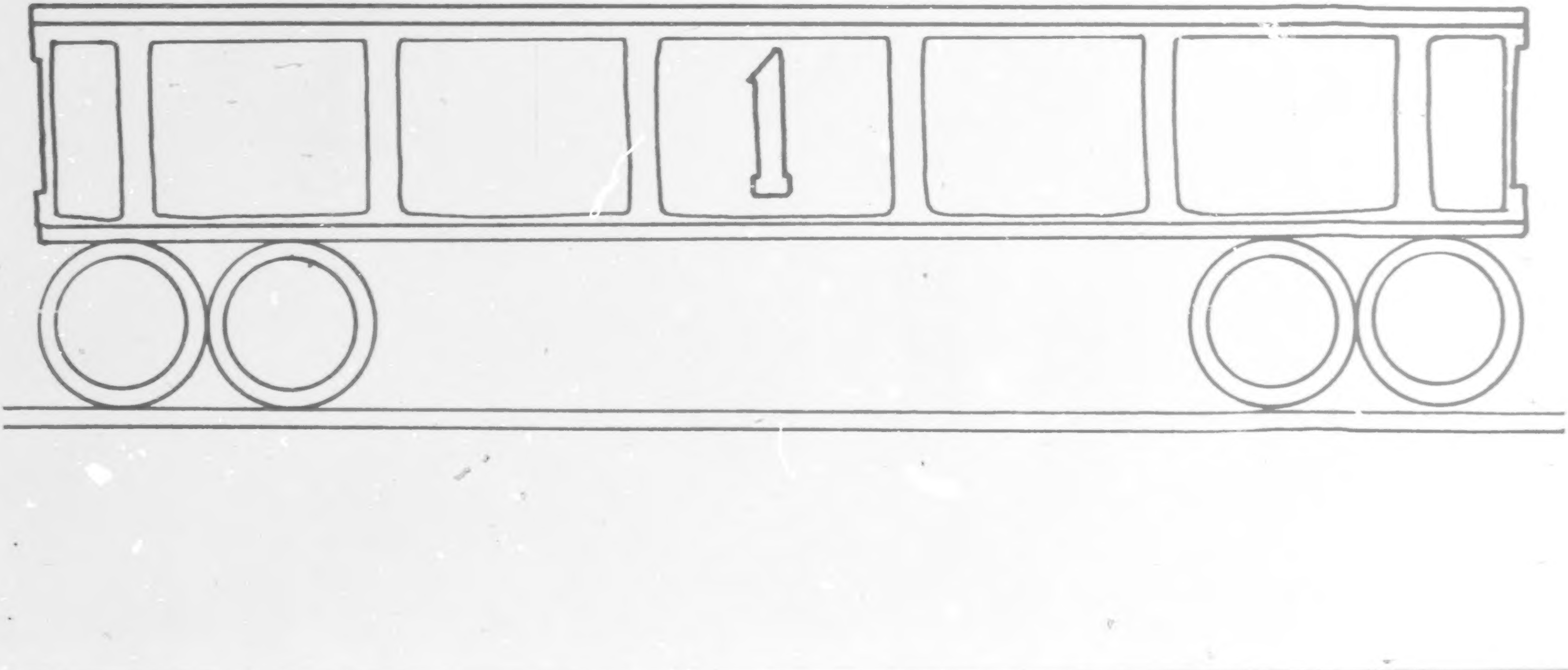
Now let's finish putting together the train. Put your finger on the first car. . (Pause). . What number is on that car?. . (Pause). . A one is right. Point to the second car. . . What number is on it?. . . (Pause). . A two. Good for you, (child's name). Point to the third car. . . . What number is on it?. . (Pause). . A three. Good. I think we need a fourth car. Get the last worksheet. It says Page Six at the top. . . (Pause) . . What number is on that car? . (Pause). . A four. Right. The fourth car will carry logs. Get the toothpicks. . (Pause). . How many toothpicks are there? Count them. . (Long Pause) . . Did you say eight? . . . Good counting, (child's name). The toothpicks will be logs. Paste them on the fourth car. . B E E P. . . Now get the tape and hook up car number four to car number three. . B E E P . . . . .

Now it's time to hook up the engine and go. Tape the engine to the first car. . B E E P . . . . The train is ready, (child's name). You can be the engineer and take it on a long ride all around the room . . B E E P . . . .



Train

Page 2



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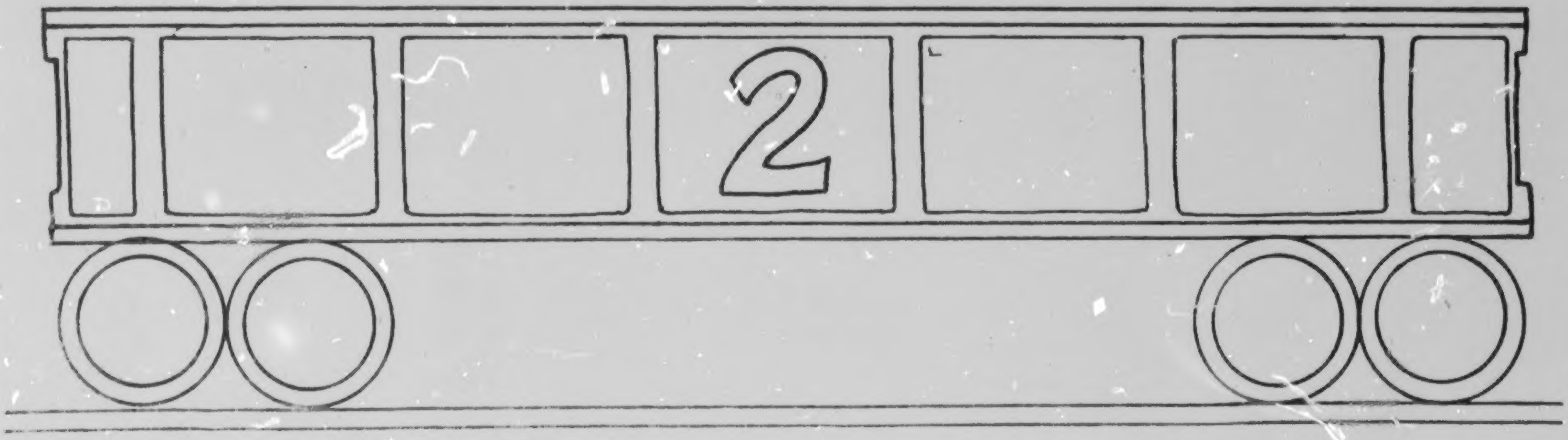

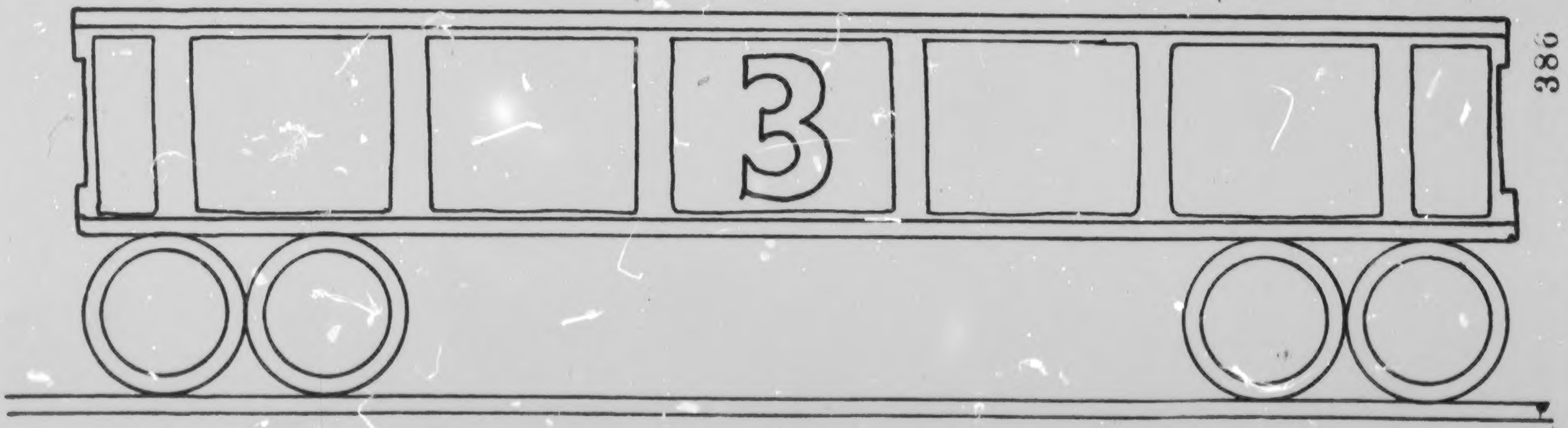
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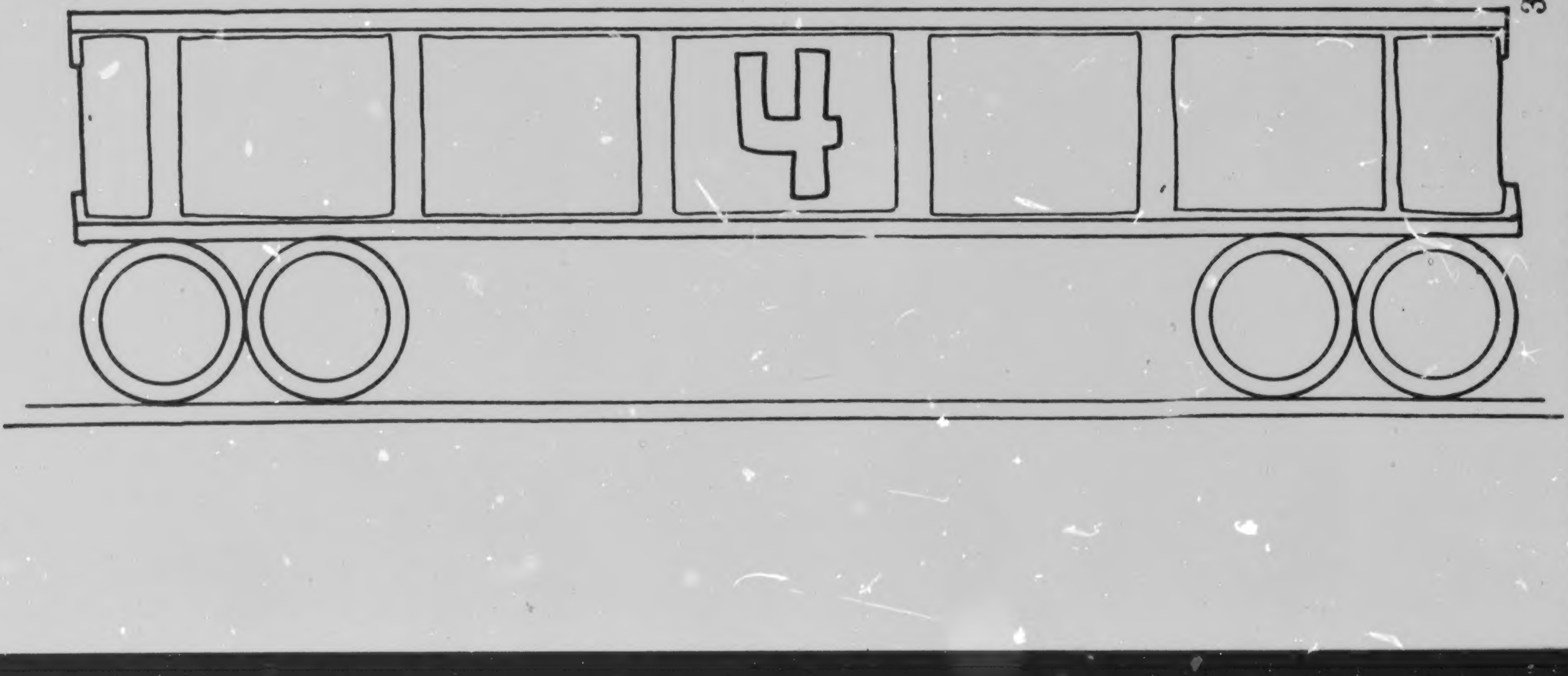
Car

Boat

Bike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Hints for Parents

In today's lesson your child reviewed:

the colors red, orange, yellow, green, blue, purple, brown and black.

the numbers 1 to 8.

the sight words Boat, Bike, Car and Train.

rectangles.

left and right.

Here are some more review activities you can do with your child:

1. Give him 1 through 5. Make sure he understands what to do with each one before he begins.

2. Another color game young children enjoy is called Color Rectangles. You will need a small pack of colored construction paper to play the game. Spread the pieces around on the floor. One person is "it". He calls out the name of a color and the other players must run and put a foot on that color paper. The last one to touch the correct color with his foot is "it" the next time.

3. Included with today's worksheets is another sight word card (Train) to be added to the first five (Bus, Boat, Bike, Go and Car). For suggestions how to use the sight word cards, look at the Hints in Lesson 26.

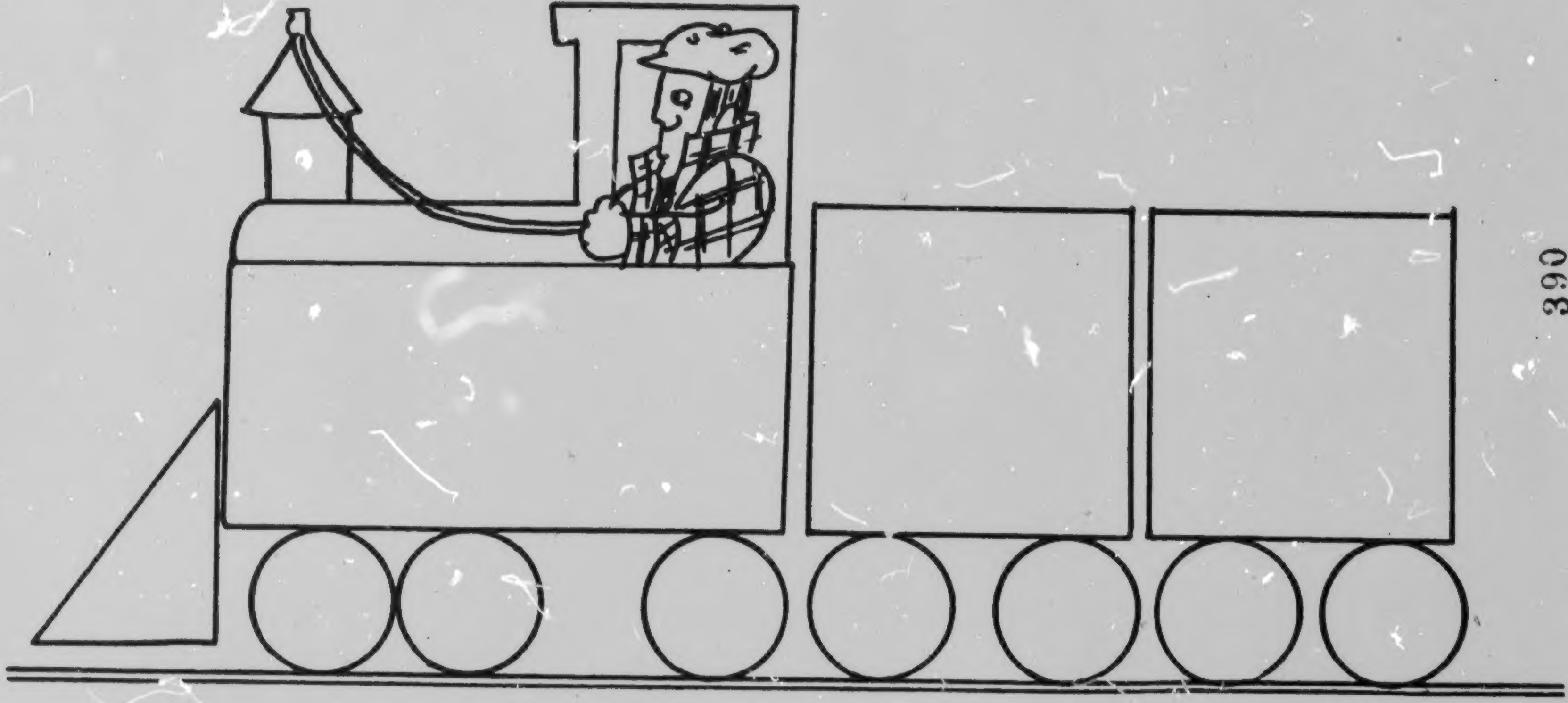
4. Magic Colors. This is a trick your child might enjoy, and it will help him remember colors. You or someone else in the family can try it on him first. Don't give the secret away to everyone, as your child will want to play the trick himself as soon as he learns the secret.

You will need a piece of Kleenex and a bowl of different colored crayons. Use crayons without paper covers on them. Broken ones are fine. Then give your child a Kleenex. Tell him to hide a crayon on it, and you will guess its color. Take the wrapped crayon. Hold it behind your back, unwrap it and press your nail into it. Then rewrap it and give the crayon back. You can tell what color the crayon was, by the bit left under your fingernail.

While you're holding it behind your back, say something like this:

Crayon, crayon, behind my back,
Are you red or are you black?
Are you yellow? Are you green?
Are you a color I've never seen?
Are you orange? Are you pink?
Wait a minute, while I think.

Then tell your child the color you had. Teach him the trick, so he can try it on the rest of the family and his friends. He can make up his own poem, if he likes. Or he can just say Abracadabra or Hokus-Pokus.



Train

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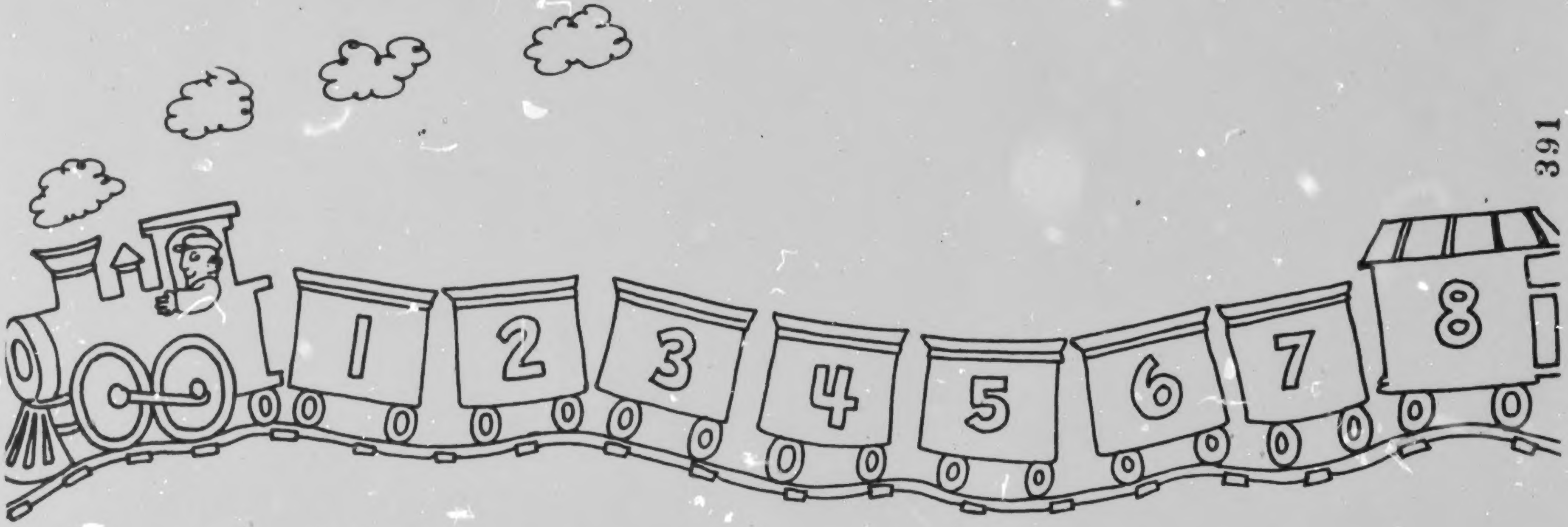
Page 1

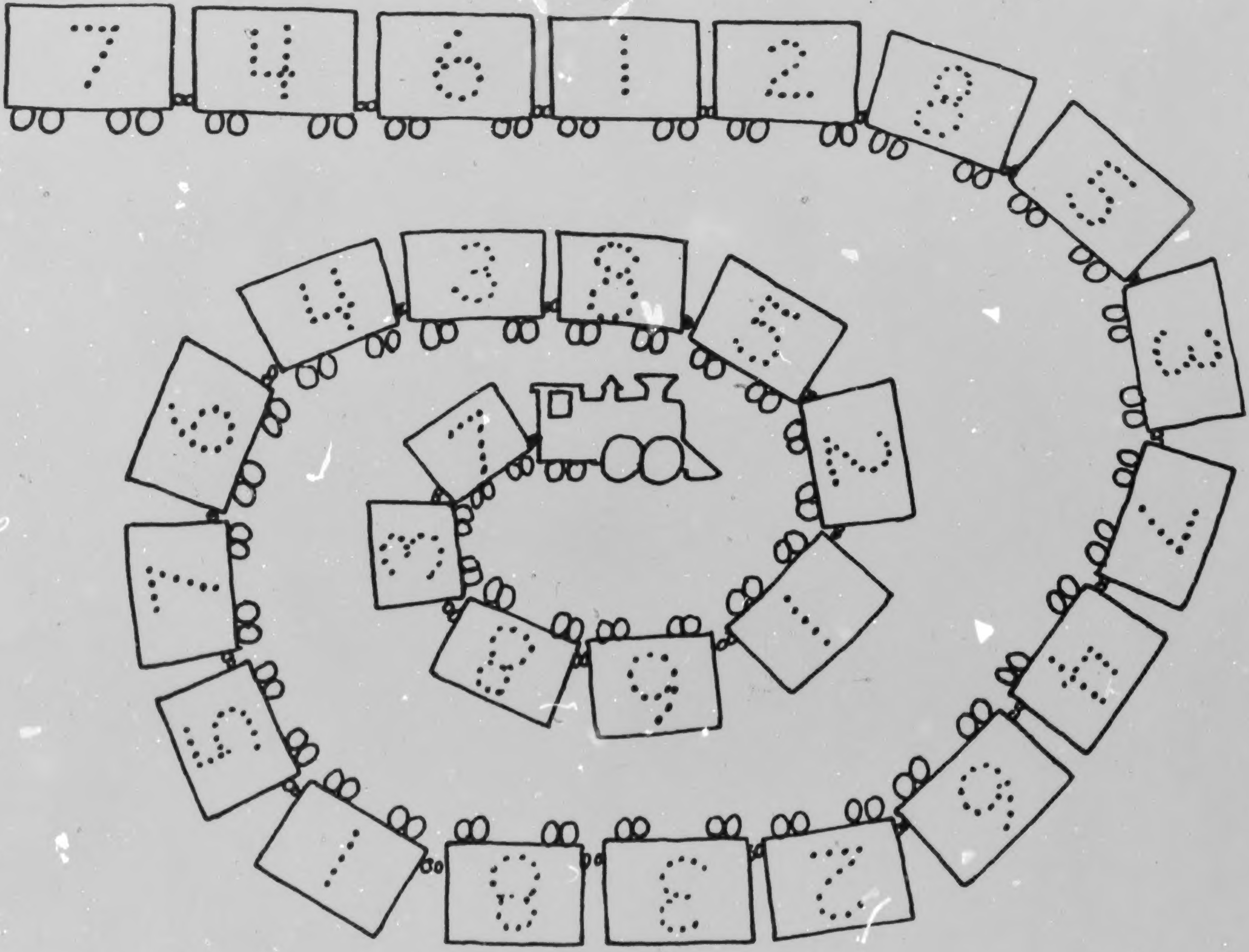


Give your child 36 beans (bags of coal) or toothpicks (Pretend logs). Have him put eight pretend bags of coal (or logs) in Car # 8, seven in Car # 7, etc. If he likes, your child can color the cars or the numbers on the cars. Make each one a different color.

5	1	3	8	3	8	5	1
6	5	1	3	8	5	1	2
7	6	5	1	5	1	2	3
8	7	6	5	1	2	3	4
7	6	5	1	5	1	2	3
6	5	1	4	7	5	1	2
5	1	4	7	4	7	5	1

Supp. 32-2. Color all the #1 squares yellow. Color all the number 2 squares blue.
Color all the number three squares red. Color all the number four squares blue.
Color all the number five squares orang.e Color all the #6 squares brown.
Color all the #7 squares purple. Color all the #8 squares black.

When you finished your design, you can hang it up for everyone to see.


7
4
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9
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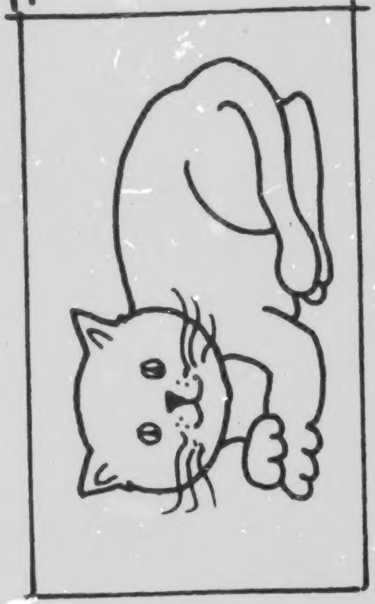
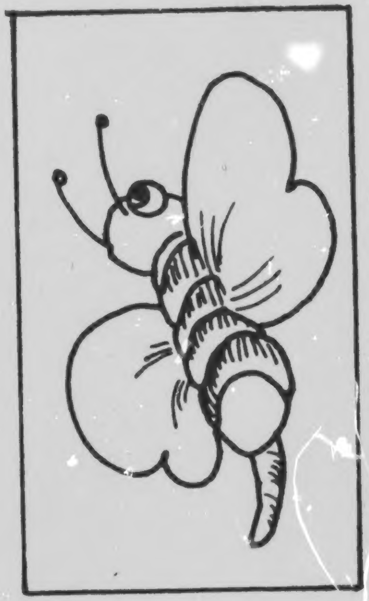
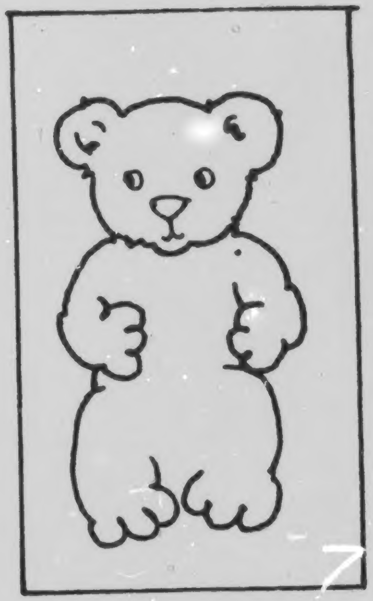
7

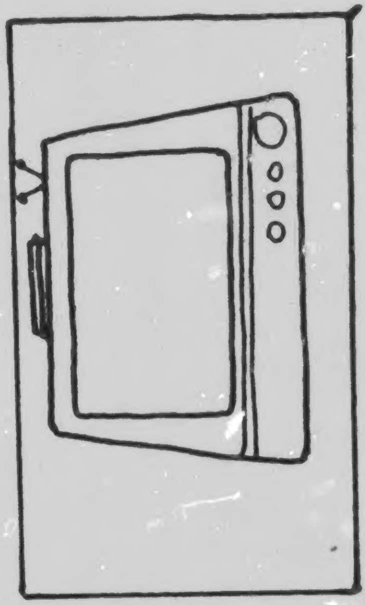
Connect the dots to finish the numbers. Color the #1 cars orange. Color the #2 cars green. etc.

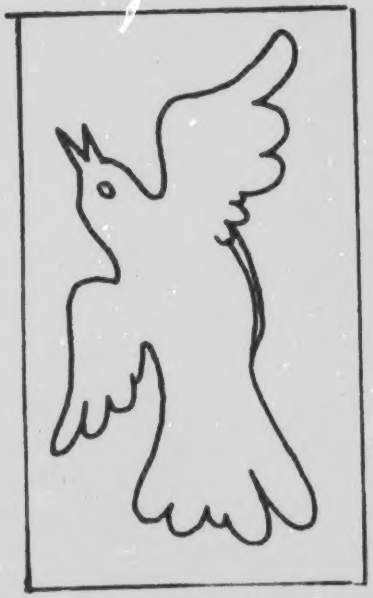
Page 4

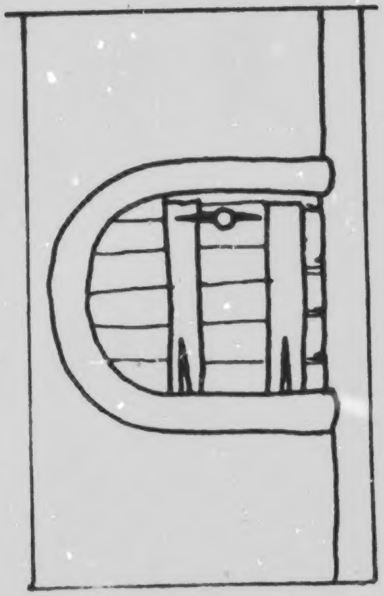


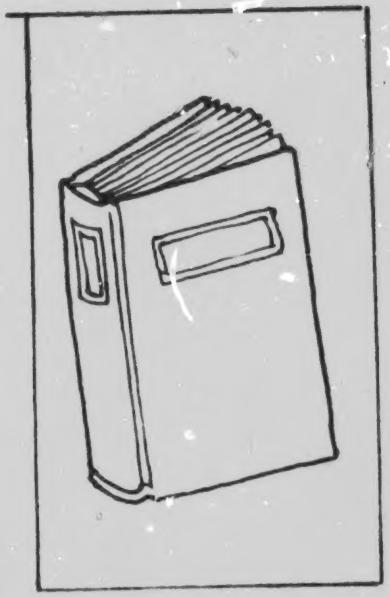


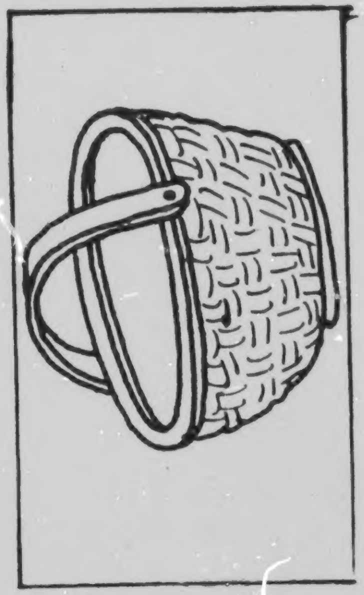




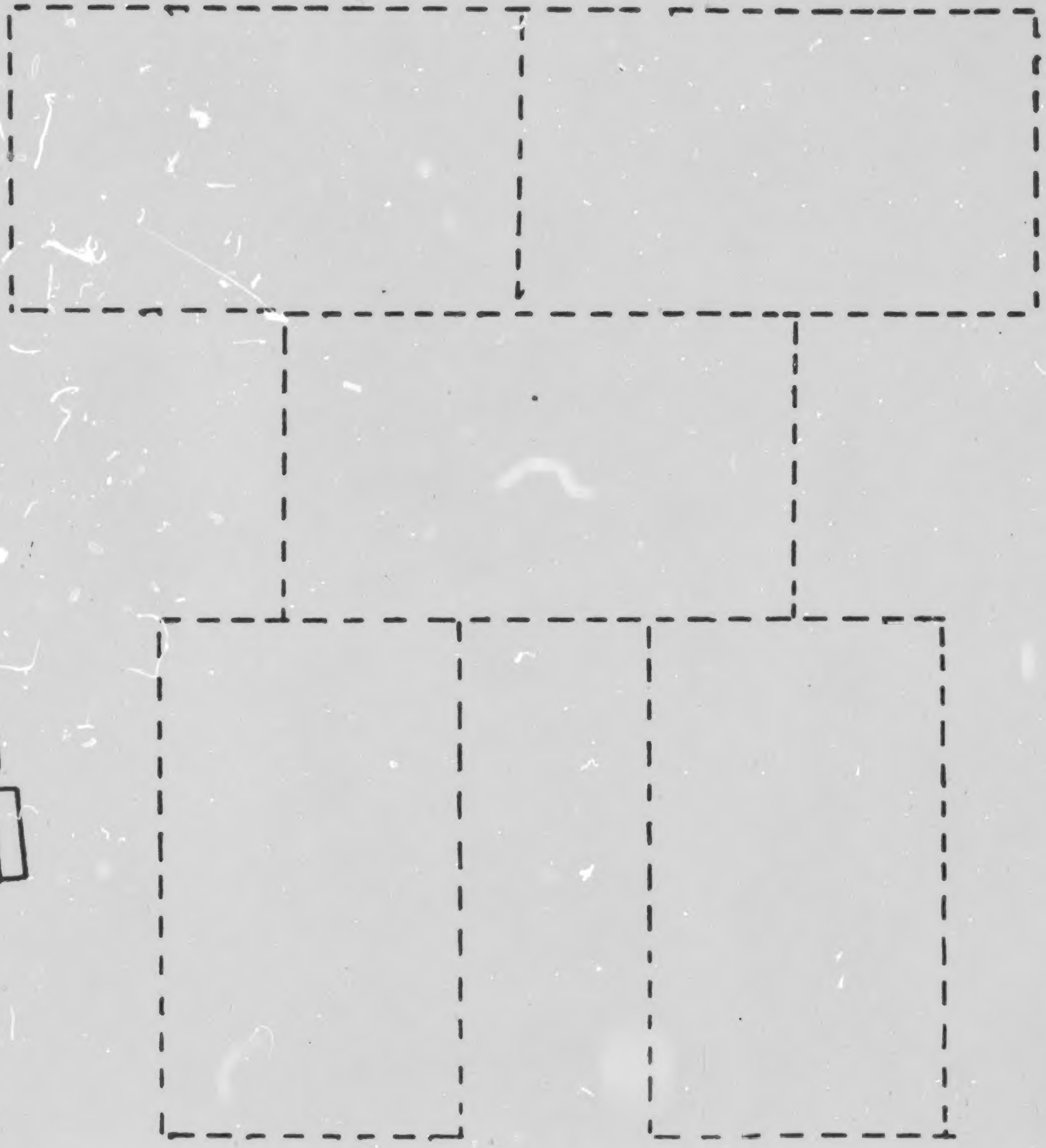








B. B.'s blocks begin with B. Find the 5 B-blocks and paste them in the spaces on Page



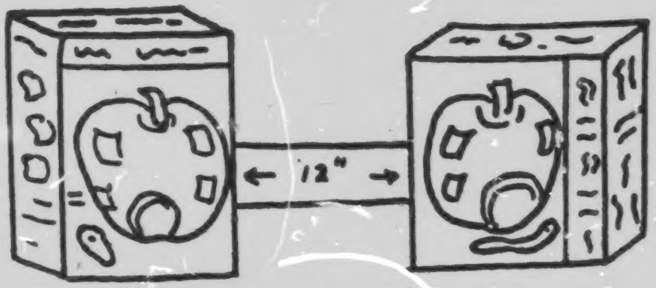
LESSON THIRTY-THREE

Instructions

Today your child will learn about above and below. He will also meet the number nine and get more practice using both ordinal and cardinal numbers.

For this lesson you will need to make worksheets 1 and 2 stand up. The simplest way to do it is to paste or tape each page onto a separate cereal or soap box. The box needn't be empty and it needn't be the same size as the paper. If the box is larger than the paper however, attach the paper so one side of it lines up with one edge of the box, as in the illustration below.

These two worksheets will be houses. Stand them side by side with about 12 inches between them. Now get two pieces of string, each about 12 inches long. Tape the string between the boxes so they look like two clotheslines, one running between the bottom floor windows of the houses and one between the top windows.



What This Lesson Does

- Reviews ordinal numbers (first, second, third, fourth)
- Introduces fifth
- Introduces the ideas of above and below
- Reviews colors
- Introduces the number nine
- Reviews square and rectangle

Materials You Will Need

- 2 apple worksheets (to be taped to boxes as in instructions above)
- 4 worksheets
- 2 pieces of string, each about 12" long
- Crayons
- Scissors

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Taping

Do you know what today is, (child's name)? . . . . It's washday for worms. Remember Winifred Worthington Wigglesworth and her friend Wayne?. . . . There they are standing next to their houses on the (table, floor, or wherever you put the two apple-houses). They're ready to hang out their wash, but they'll need your help. Get worksheet number one. . BEEP . . .

Those are the worms' sheets and pillowcases. What color are they?. . . (Pause). . They're white, the color of the paper. Get your scissors. . (Pause). . Now cut out the worms' white wash. Cut along the lines - not the dots, just the lines, If you're not sure what to do, call me. . BEEP . . . Good work, (child's name)! You made some big sheets and some little pillow cases. How many big sheets are there?. . (Pause). . Four is right. What shape are the sheets?. . (Pause). . Did you say squares?. . Very good. Squares are shapes with all four sides the same. How many little pillow cases did you make?. . (Pause). . Five pillow cases. What shape are they?. . (Pause). . If you said rectangles, you're absolutely right! Very good, (child's name). You remembered that rectangles have four sides, too, but the sides aren't all the same.

Now hang up the wash. Do you see the line of dots on the sheets and pillow cases? Fold along the line of dots on all the shapes you cut out. If you need help call me. . BEEP . . . .

Now get a sheet. Hang it on the bottom clothes line. It's easy. Just put the folded part over the bottom string. . BEEP . . Good. Did you hang up the first sheet?. . . Now get two pillow cases. .

(Pause). . Hang them on the line above the sheet. . B E E P . . . Did you hang two pillowcases above the sheet? . . . Which line are they on - the top or the bottom line? . . . (Pause) . . . The top line. Very good. Now hang another pillow case on the top line. . B E E P . . . Now get a sheet . . (Pause). . Hang it below the pillow cases. . B E E P . . . Did you hang the second sheet below the pillow cases?. . . Which line is it on?. . (Pause). . The bottom line. Right again, (child's name). Hang the rest of the pillow cases on the line above the sheets . . . . B E E P . . . Hang the other sheets below the pillowcases. . B E E P . . Thank you, (child's name). Now the worms' white wash will dry.

How many things are hanging on the lines? Count the pillow cases first . . (Pause). . Did you count five pillow cases? . . . Good. Add on the sheets. Six. . . seven. . . eight. . . nine. Nine things hanging on the line. Do you know what a nine looks like?. . . Get worksheet number two. . (Pause). . Wayne and Winifred's worm friends curled up into nines for you. Get your black crayon and color the worms black. . B E E P . . .

How many worms are there, (child's name)? . . Count them. . . (Long Pause). . . Did you count nine worms?. . . You're right. There are nine worms below the ground. Get your crayons now and draw some more worms above the ground. Draw them curled up like nines. . B E E P . .

Good work, (child's name). While the worms' white wash is drying, let's get some more wash ready. Get worksheet number three. . (Pause). . There's the rest of the worms' wash. The big rectangles are the worms' towels. How many do you see?. . (Pause). . Three towels that are rectangles. Color the towels green. . BEEP . . . The little squares are washcloths. How many are there?. . (Pause). . Four square washcloths. Good. Color them yellow. . BEEP . . . What else is in the wash?. . (Pause). . Two sweaters - one for Wayne and one for Winifred. Color them any colors you like. . BEEP . . . Now get the scissors and cut out the things you just colored. . BEEP . . .

Very good, (child's name). I hope the white wash is dry now. Get worksheet four. . (Pause). . There are the baskets to put the wash in. Wayne is standing next to his basket and Winifred's next to hers. Lay the worksheet down on the table. . (Pause). . Now put two dry sheets in Winifred's basket. . (Pause). . Put two dry sheets in Wayne's basket. . (Pause). . Put three pillow cases in Winifred's basket. . (Pause). . Put two pillow cases in Wayne's basket. . (Pause). . Nice going, (child's name). Leave the washbaskets there so you can put the rest of the wash in them later.

Now let's hang up the colored wash. Fold along the dotted lines just like you did before. . BEEP . . . Now hang one green towel on the top line. . (Long Pause). . Hang a yellow wash cloth below the towel. . (Pause). . Hang two more washcloths below the towel. . BEEP. . What line are the yellow wash cloths on?. . (Pause). . The bottom line. Right! Hang a green towel above the yellow washcloths. . (Pause). . Hang the two sweaters on the top line . . (Long Pause). . What's below the sweaters?. . (Pause). . Three wash cloths. Now hang the last towel below the sweaters. . (Long Pause). .

While you're waiting for everything to dry, let's have pretend time. Pretend you're some soggy, wet wash, just like the wash you hung up for the worms. Wet wash is heavy, so bend over and let your arms hang way down. . (Long Pause). . Are you all bent over?. . . Good. Someone's going to hang you on the clothesline, so straighten up. Those clothespins aren't too tight, are they?

Listen to this poem now, and do whatever I tell you.

Look at the laundry, hanging on the line.

Count the sheets hanging, count with me to nine.

Let's hear you count good and loud, (child's name). One. . . two. . . three. . . four. . . five. . . six. . . seven. . . eight. . . nine.

Look at the first sheet, swaying in the breeze,

You be the first sheet. Sway a little, please.

Are you swinging back and forth in the wind, (child's name)? . . . Bend over a little frontwards. . . . now bend over a little backwards. . . Good! I'll start again. Don't forget to swing back and forth when I tell you to.

Look at the first sheet, swaying in the breeze.

You be the first sheet. Sway a little, please. . (Pause). . .

Look at the _second_ sheet, swaying in the breeze.

You be the second sheet. Sway harder, please. . (Pause). . .

Now the wind is stronger. See the _third_ sheet blow.

You be the third sheet. Sway down low. . (Pause). . . .

Look at the _fourth_ sheet. Now it's blowing hard.

You be the fourth sheet. Blow across the yard.

Did you blow right off the line, (child's name)?. . . Lie down on the ground, where the wind blew you. . (Pause). . .

Look at the fifth sheet. Now it's going to snow.
Off the line, fifth sheet. In the house you go!
Folded so neatly, in the pile of clothes.
Fold yourself up, fifth sheet. Touch your toes. . (Pause). . .

Very good, (child's name)! Now let's get the rest of the wash off the line. Take everything off. . B E E P . . . . Take the wash over to the worksheet with the washbaskets. . (Pause). . Now put Wayne's short sweater in his basket. . (Pause). . Put Winifred's long sweater in her basket. . (Pause). . Put two washcloths in in Wayne's basket. . (Long Pause). . Put two washcloths in Winifred's basket. . (Long Pause). . Put two green towels in Wayne's basket. . (Pause). . Put the last towel in Winifred's basket. . (Pause). . .

You did a fine job, sorting the worms' wash, (child's name). Now count the number of things in Wayne's basket. . B E E P . . Did you count nine? . . . Count the number of things in Winifred's basket. .B E E P . . . Does she have nine things, too?. . . . . You were a great help with the wash today, (child's name). You can do my laundry anytime. . B E E P . . .

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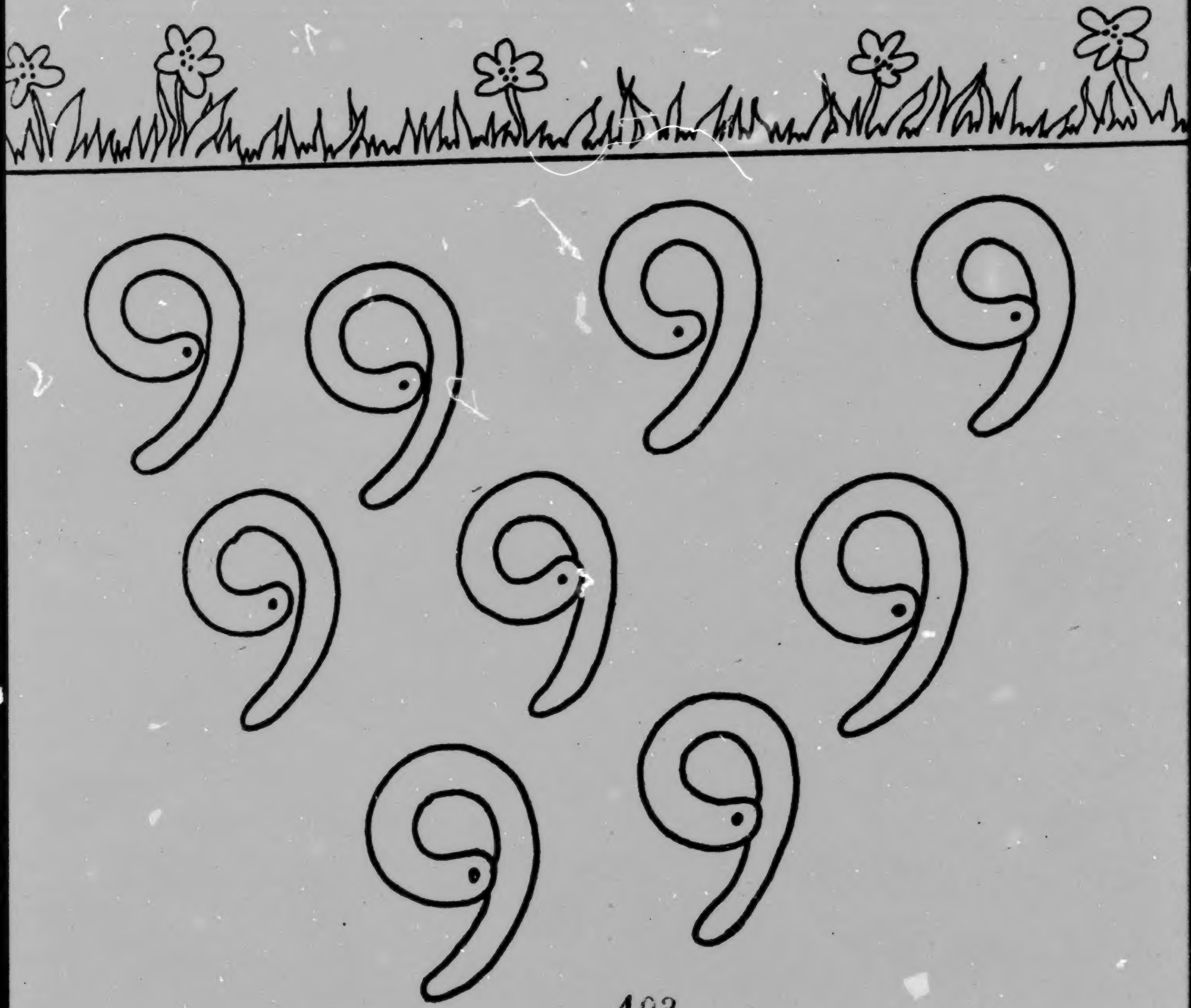
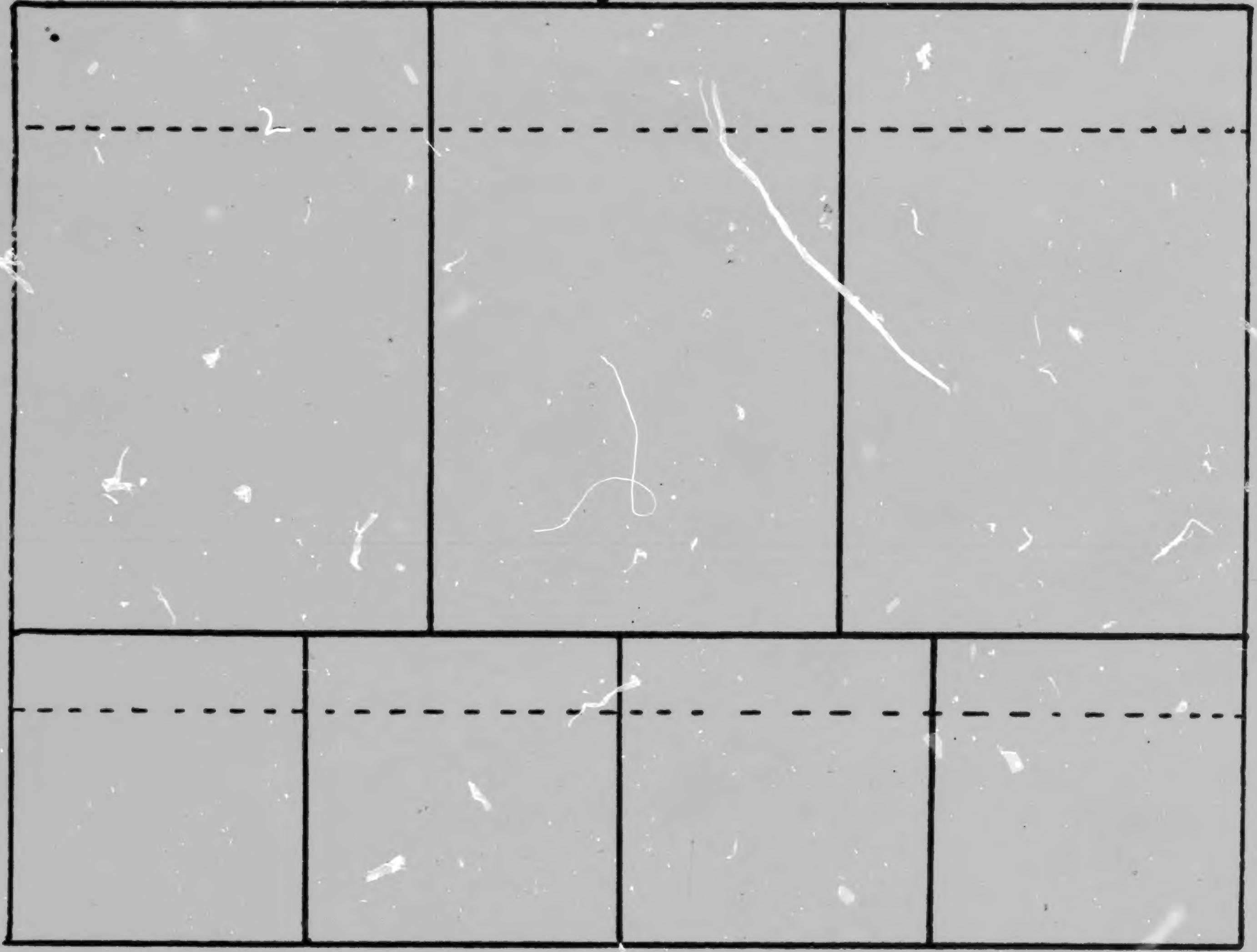
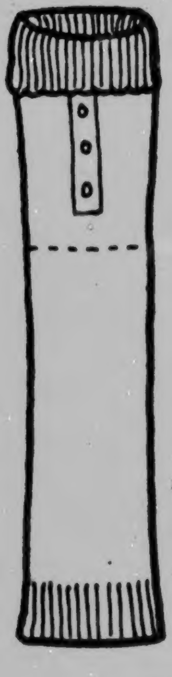
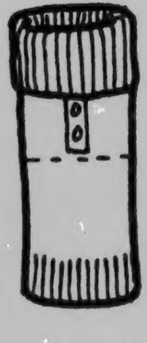


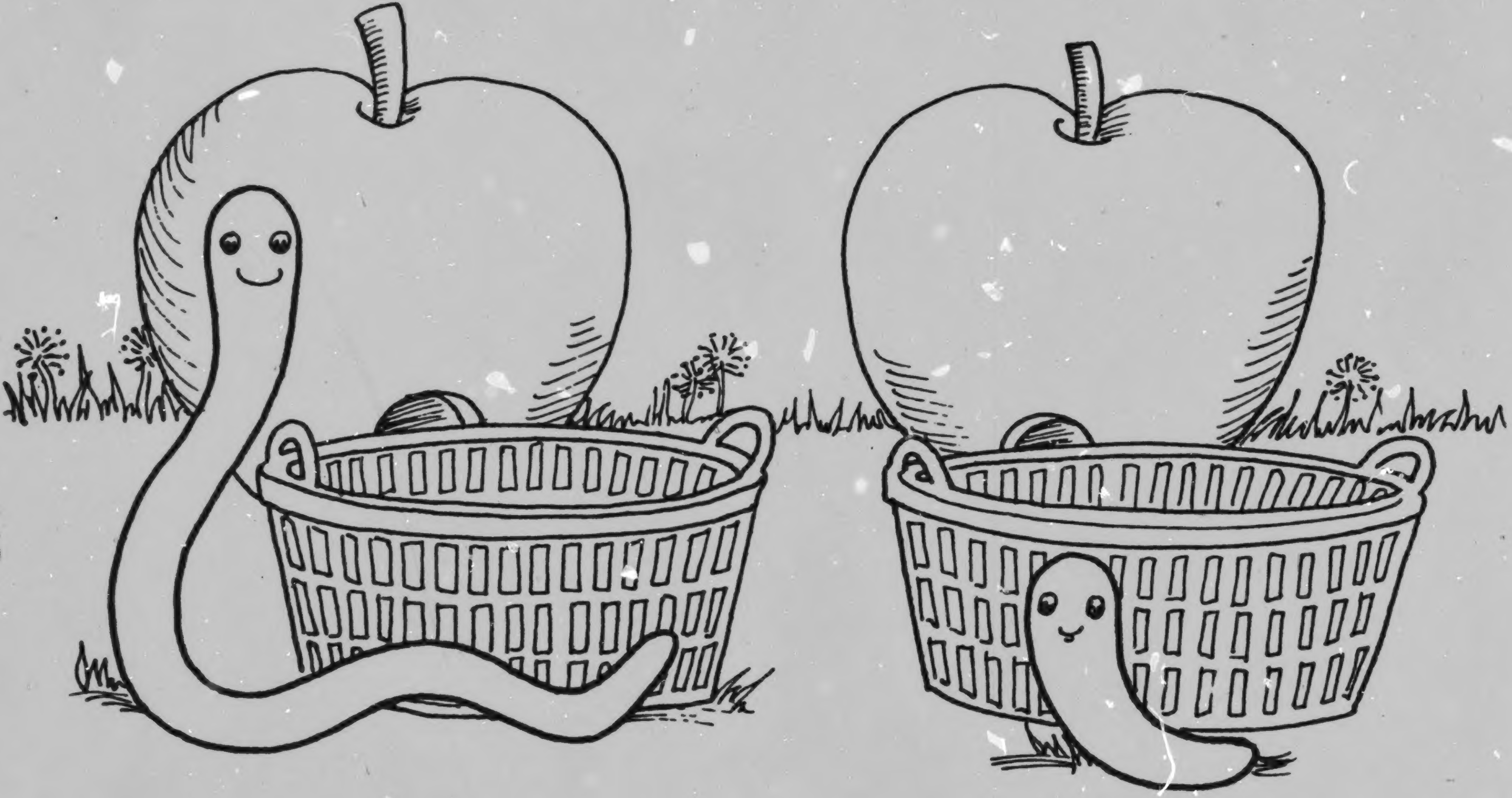






33-4

Page 4



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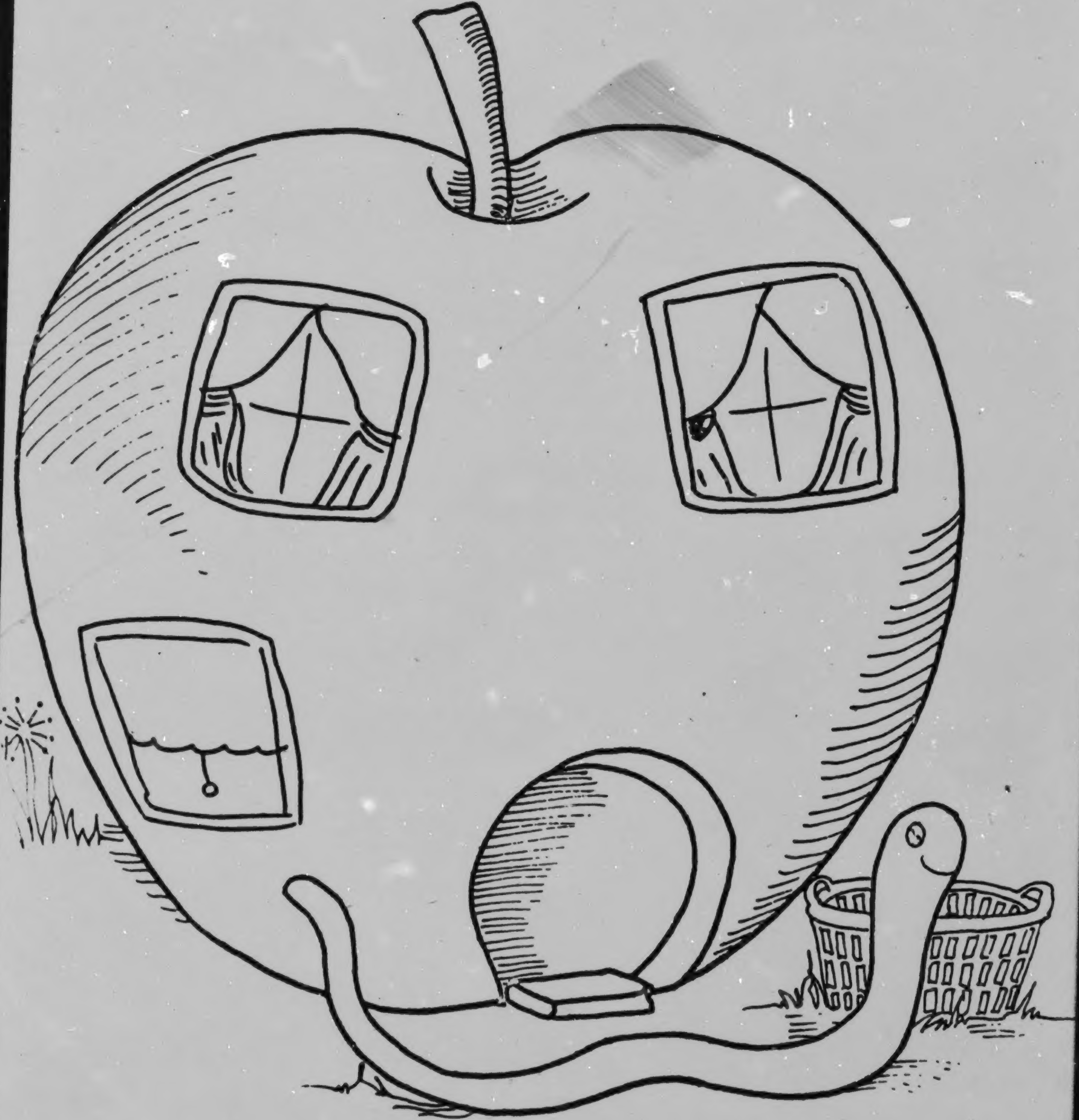

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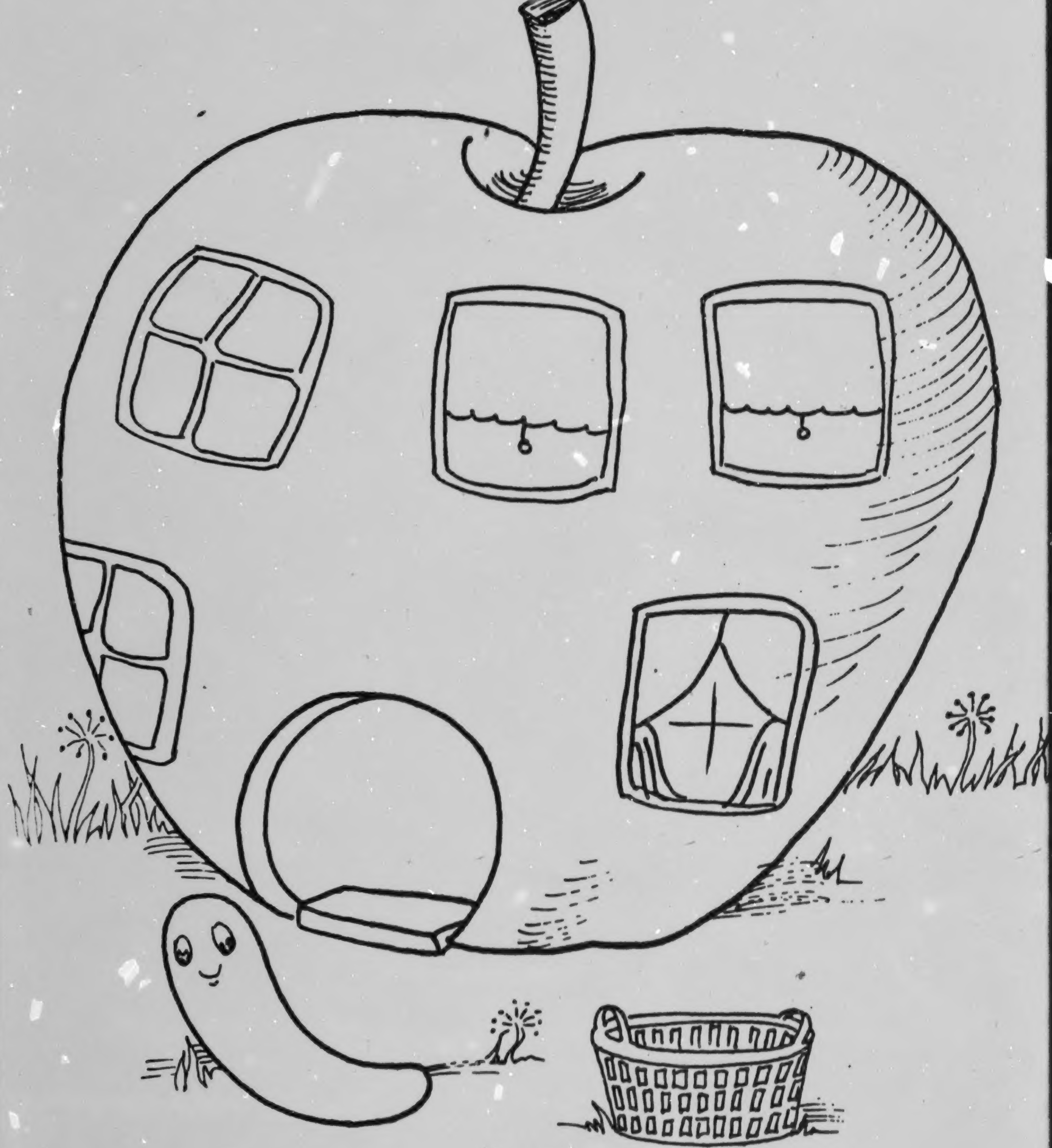

LESSON THIRTY-FOUR

Instructions

Today your child will meet a new alphabet letter - S. He will begin to learn how the letter S sounds at the beginning of words. To help him learn the sound the new letter makes, stretch out the S-sound whenever it comes at the beginning of a word. You should say the word Seahorse, for example, as though it were written SSSSSSeahorse. Do the same thing with all the initial S-sounds that are underlined in the script.

To get the lesson ready, cut out thepictures on the cut-out page and put them in a small envelope with the rest of the materials.

What This Lesson Does

Introduces the letter S.
Reviews the ideas of above and below.
Gives your child more practice with the numbers from 1 to 9.
Reviews colors.
Reviews ordinal numbers (first - fifth).

Materials You Will Need

4 worksheets
Cut-out page
Magic marker
Clay
Paste or glue

Taping

Whew, it's hot today! Rudy's going to the beach. Would you like to go, too, (child's name)? . . . Then get page one. . B U M P . . That's Rudy's friend, Seymour Seahorse. Can you say his name? . . Try it. SSSSSSeymour. . . . SSSSSeahorse. . . . Seymour and Seahorse both begin with the letter S, and Seymour looks like an S, too.

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You can make a letter S with your finger. Put your finger on Seymour's nose. . (Pause). . Now move it all along his body, down to the tip of his tail. . (Pause). . There, you made an S. Try it again. Put your finger on Seymour's nose. . (Pause). . Move it down, around. . to the tip of his tail. . . Do you feel the wiggly way the letter S goes?. . . Very good, (child's name).

Seymour's something else that starts with S. Do you see those tears?. . . Seymour's sad. Here's a poem about sad Seymour. It has lots of words that begin with S. See how many you can hear:

See Seymour Seahorse,
Sitting by the sea,
Sobbing salty seahorse tears,
Sad as he can be.

Did you hear all those S-sounds?. . . This time *you* say the poem after me. Make your S's good and loud. Ready?

See Seymour Seahorse. . . (Pause). . .
Sitting by the sea. . . (Pause). . .
Sobbing salty seahorse tears. . . (Pause). .
Sad as he can be. . . (Pause). . .

You made swell S's, (child's name). But Seymour's still sad. I wonder what would make him happy. Maybe he'd like to build some sand castles. Get page two. . (Pause). . Look at all those sandcastles Seymour made. How many are there? Count them. . (Pause). . Did you count *nine*?. . . Good. Seymour wrote his initial letter S in the sand. Point to it. . (Pause). . If bet if you wrote the letter S on the sandcastles he made, Seymour wouldn't be so sad. Go ahead. Take your magic marker and make an S for Seymour on every sandcastle. . BEEP . . . Good work, (child's name). . .

Goodness, Seymour's still sad. Maybe he's lonely. You can fix that, (child's name). Get page three. . (Pause). . That's a very big, empty ocean, isn't it? No wonder Seymour's lonely. Do you see the seaweed in the middle of the page?. . . Point to it. . (Pause). . Now get your crayons. . (Pause) . . Draw four fish above the seaweed. Make them any colors you like. . BEEP . . . Good. Now make some S-seahorses below the seaweed. Make a red seahorse sitting on the first seashell. . BEEP . . Point to the second seashell. . (Pause). . Make a yellow seahorse sitting on the second seashell. . BEEP . . . Point to the third seashell. . (Pause). . . Make a purple seahorse on that shell. . BEEP . . . Point to the fourth seashell. . (Pause). . Draw a brown seahorse on that shell. . BEEP . . . Point to the fifth seashell. . (Pause). . . Make a green seahorse on the last shell. . BEEP . . . Good work, (child's name)! Now maybe Seymour won't be so lonely.

Have you noticed all the S sounds in this lesson?. . . SSSSeymour. . SSSSSeahorse. . . SSSSSand. . . SSSSSeaweed. . . All those words start with the letter S. You say them after me. . SSSSSeymour. . . . . SSSSSeahorse. . . . SSSSSand. . . . SSSSSSeaweed. . . . .Did you hear all those S's?. . . . Now let's be some S-things. Get down from the tape recorder. . (Long Pause). . . . First be some seaweed. Spread your arms out very wide. . (Pause). . . Now wave. . . wave. . . wave your arms as the water moves around you. . . Wave them some more, seaweed. . . Wave. . . wave. . . wave. . . (Pause). . . .

Now be some sand. Lie down on the beach, sand. . (Pause). . Lie there quietly till the wind comes and blows you away. . (Pause). . Here it comes! Roll over in the wind, sand. . . Roll over. . . and over. . . and over. .. (Pause). . .

Now be a seahorse like Seymour. Lie on your stomach. . (Pause). . Move your legs and swim. . . swim. . . swim. . . (Pause). . . . Now swim. . . swim. . . swim some more. . (Pause). . . What a good seahorse you are, (child's name), just like Seymour.

Here comes a friend of Seymour's. Go back to the tape recorder and get page four. . (Long Pause). . That's Ollie Octopus. How many arms does Ollie have? Count them. . (Long Pause). . Did you count eight?. . An octopus always has eight arms. Ollie's a big help to Seymour. She carries things for him in her eight arms. Maybe Ollie can cheer him up. Let's see what she has today. Get the pictures out of the envelope and spread them out in front of you. . BEEP. . .

Let's put the pictures in a row. Get the socks. . (Pause). . Put the socks down by your left hand. . (Long Pause). . Now get the scissors. . (Pause). . Put the scissors next to the socks. . Put them on the right-hand side of the socks. . (Pause). . Now get the sandwich. . (Pause). . Put it next to the scissors. . (Pause). . . Tell me, (child's name), what picture is on the left?. . (Pause). . The socks. Good. What's on the right?. . (Pause) . . The sandwich. . . What's in the middle?. . (Pause). . The scissors. Very good. Now put down the rest of the pictures. Put the sweater next to the sandwich. . (Long Pause). . . Put the star next to the sweater. . (Long Pause) . . . Put the boat next to the star. . (Long Pause). . . Put the sink next to the boat. . (Long Pause). . Put the skates next to the sink. . (Long Pause) . . . Put the saw next to the skates. . (Long Pause). . Good work, (child's name)! Now point to the pictures as we name them together. You say the words right after me. Point to the first picture - the one on the left. Say the word. . SSSSSSSocks. . . (Pause). . Point to the second picture. . Say it. . SSSSSScissors. . (Pause). . . Point to the third picture. What is it?. . . . SSSSSSandwich. . . Next is a SSSSSSSweater. . (Pause). . . . and a SSSSStar. . (Pause). . . . A Boat. . (Pause). . . A SSSSSSSink. . (Pause). . . SSSSSkates. . . . and a SSSSSSaw. . (Pause). . . Did you hear lots of S-words, (child's name)?. . . . Very good.

How many pictures are there? Count them. . BEEP. . . Did you count nine pictures?. . . Uh, oh! That's a problem. There are nine things, but Ollie only has eight hands. . . . . I have it! Seymour likes S-things best and one of those things doesn't begin with S. If you can find it, our problem is solved.

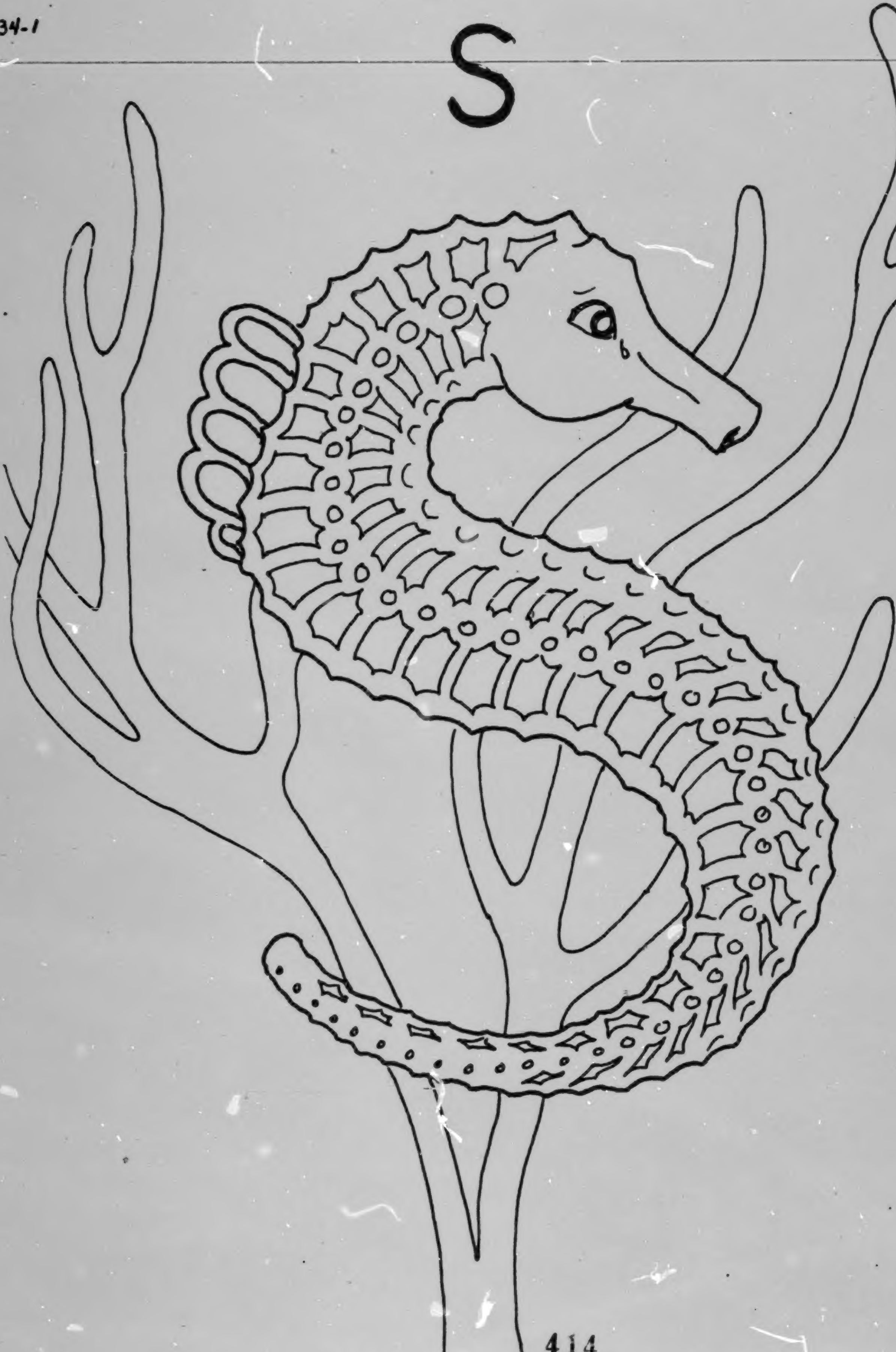
Let's name the pictures again. This time try to find the one that doesn't begin with S. Be a very careful listenener, (child's name). Are you ready? Say the words after me. . . Socks. . . . Scissors. . . . Sandwich. S-weater. . . . . Star. . . . . Boat. . . . . Sink. . . . . Skates. . . . . Saw. . . . . Did you find the thing Seymour doesn't want?. . . Does he want the socks?. . . Say the word. . . SSSSSocks. . . (Pause). . . Socks begins with S. Yes, Seymour wants the socks. Does he want the SSSSScissors?. . . . Yes, scissors is an S-word, too. What about the Sandwich. Does it begin with S?. . . Say the word. . . SSSSSandwich. . . . . Yes, indeed. Sandwich begins with S. Does Seymour want the sweater?. . Say it. . . SSSSSweater. . . . . . . Another S-word. You're right! Does he want the star?. . . Say the word. . . SSSStar. . . . . Does star begin with S?. . . Yes, it does. . Good for you, (child's name). Next comes the boat. Say the word. . Boat. . . . . Does Boat begin with S?. . . (Pause). . . . No, it doesn't! Boat begins with B. That's what Seymour doesn't want. Tear up the boat picture and throw it away. . . . BEEP. . . .

Now how many pictures are left, (child's name)?. . Pause). . . Eight is right, and they all begin with S. Take your paste and paste one S-picture in each of Ollie Octopus' arms. . BEEP. . . .

Thank you, (child's name). You were a big help to Seymour and Ollie. Now how would you like to make an octopus out of clay?. . . It's easy. Get the clay. . (Long Pause). . . Take a small piece of clay. . (Long Pause). . . Roll it like you did to make a worm. That will be one arm. . BEEP. . Did you make one arm?. . Good. Now make seven more arms. Then you'll have eight arms altogether. . BEEP. . . . Now take the rest of the clay and roll it into a ball. . BEEP. . . Stick the eight arms into the ball and your octopus will be finished. . BEEP . . . .

Nice going, (child's name)! If you like we can make some clay seahorses, too. Call me and I'll show you how. . BEEP . . . .

S



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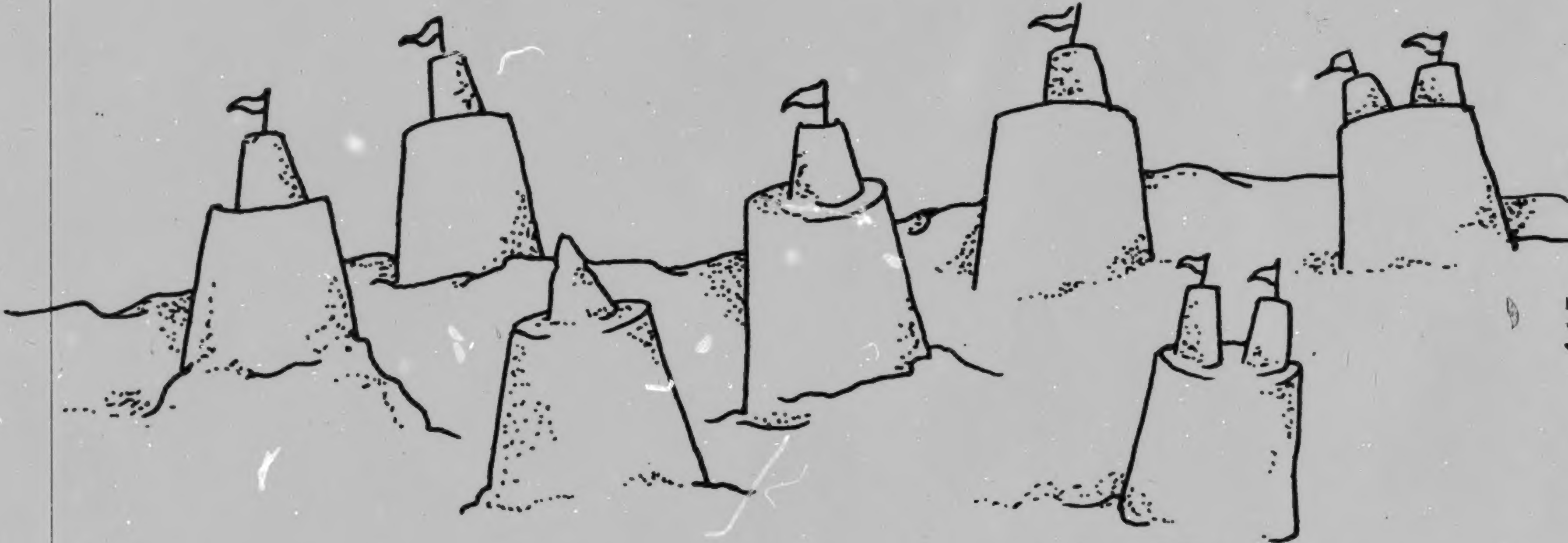

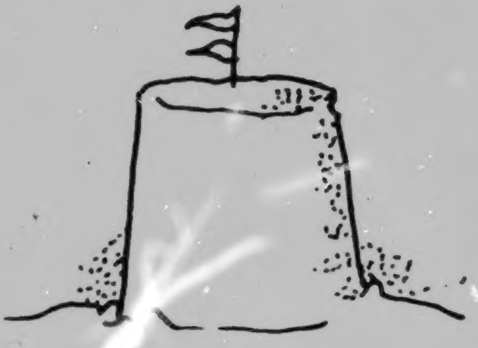

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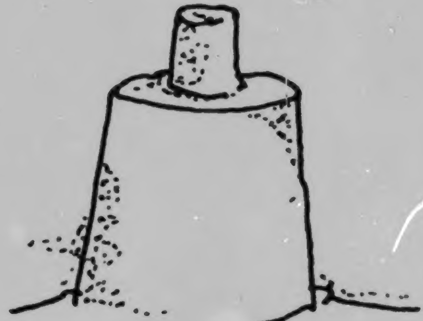
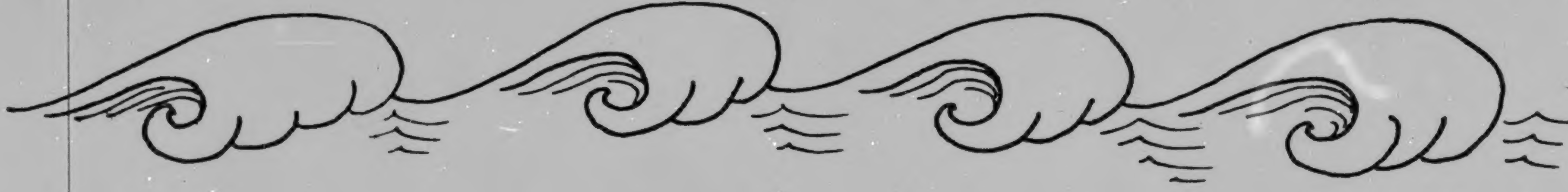
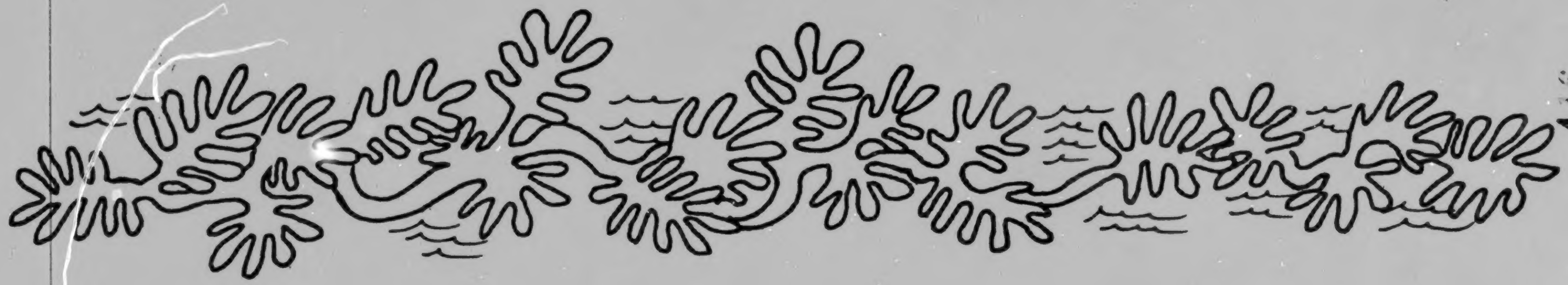
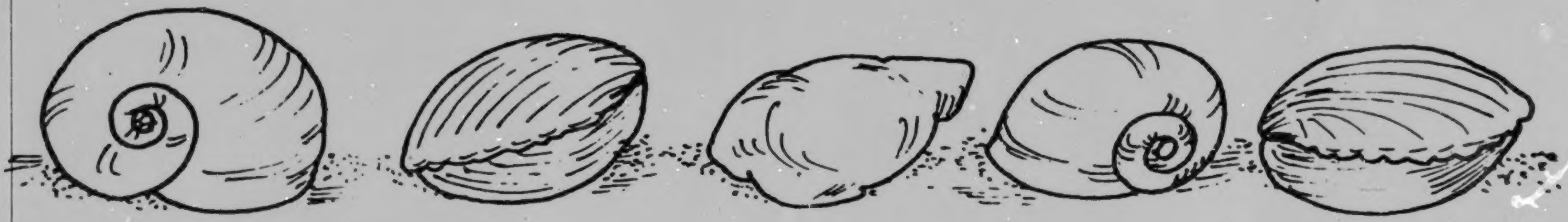


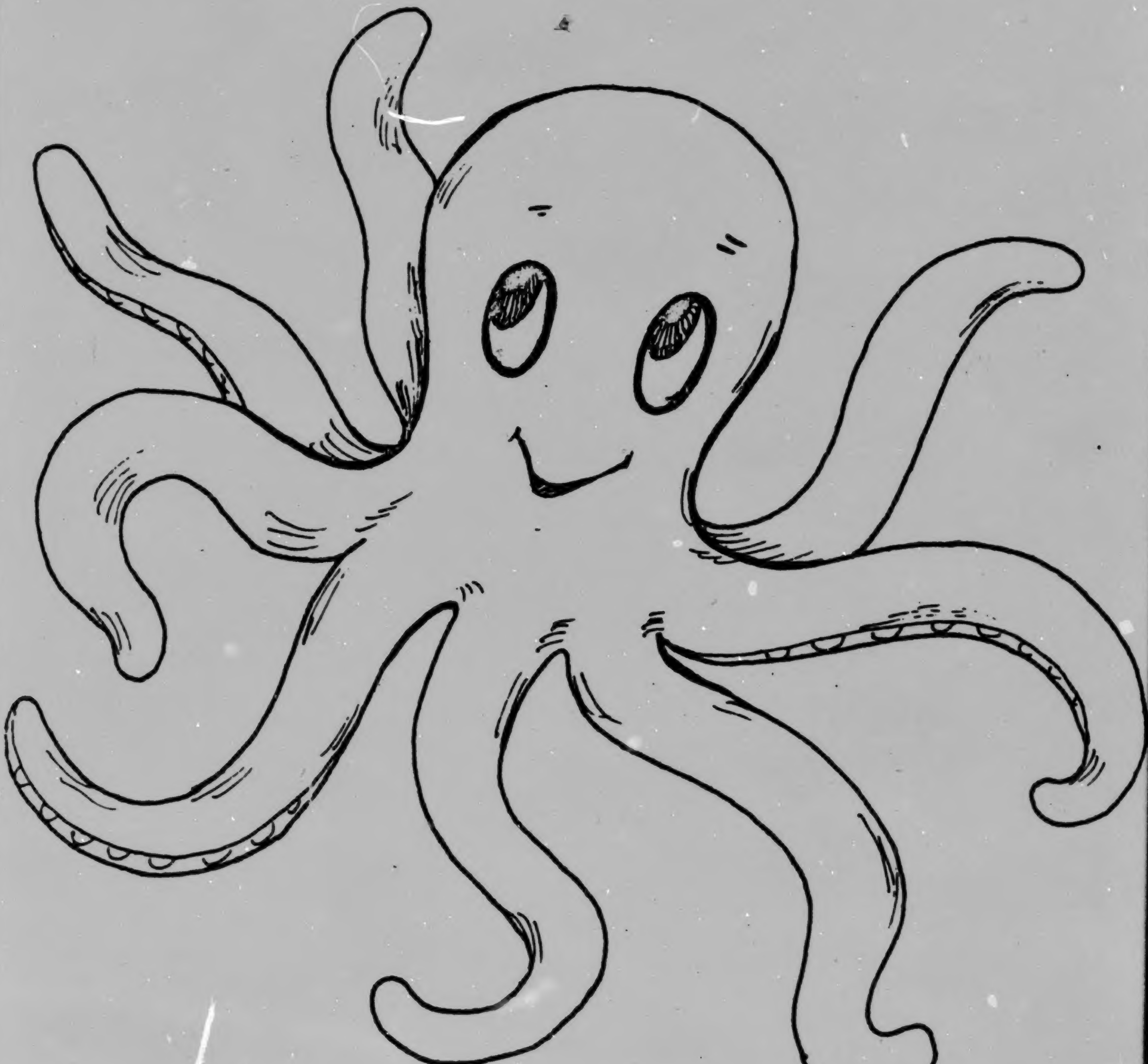
34-3

Page 3

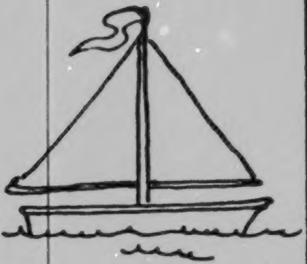
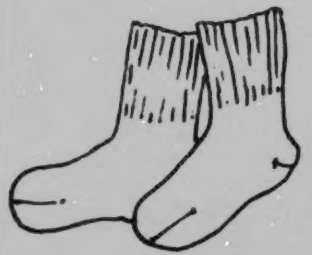
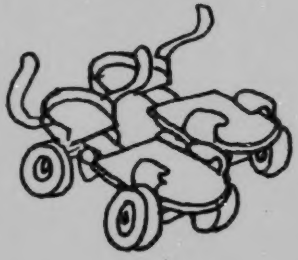
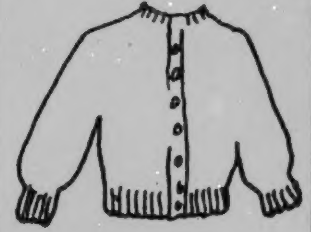
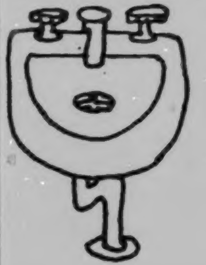
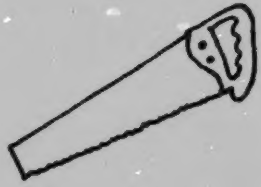
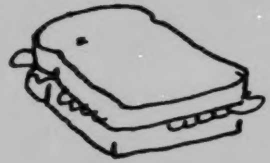
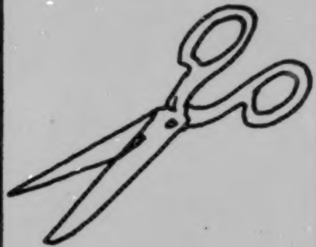
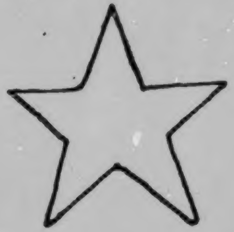








Cut-out Page

Hints for Parents

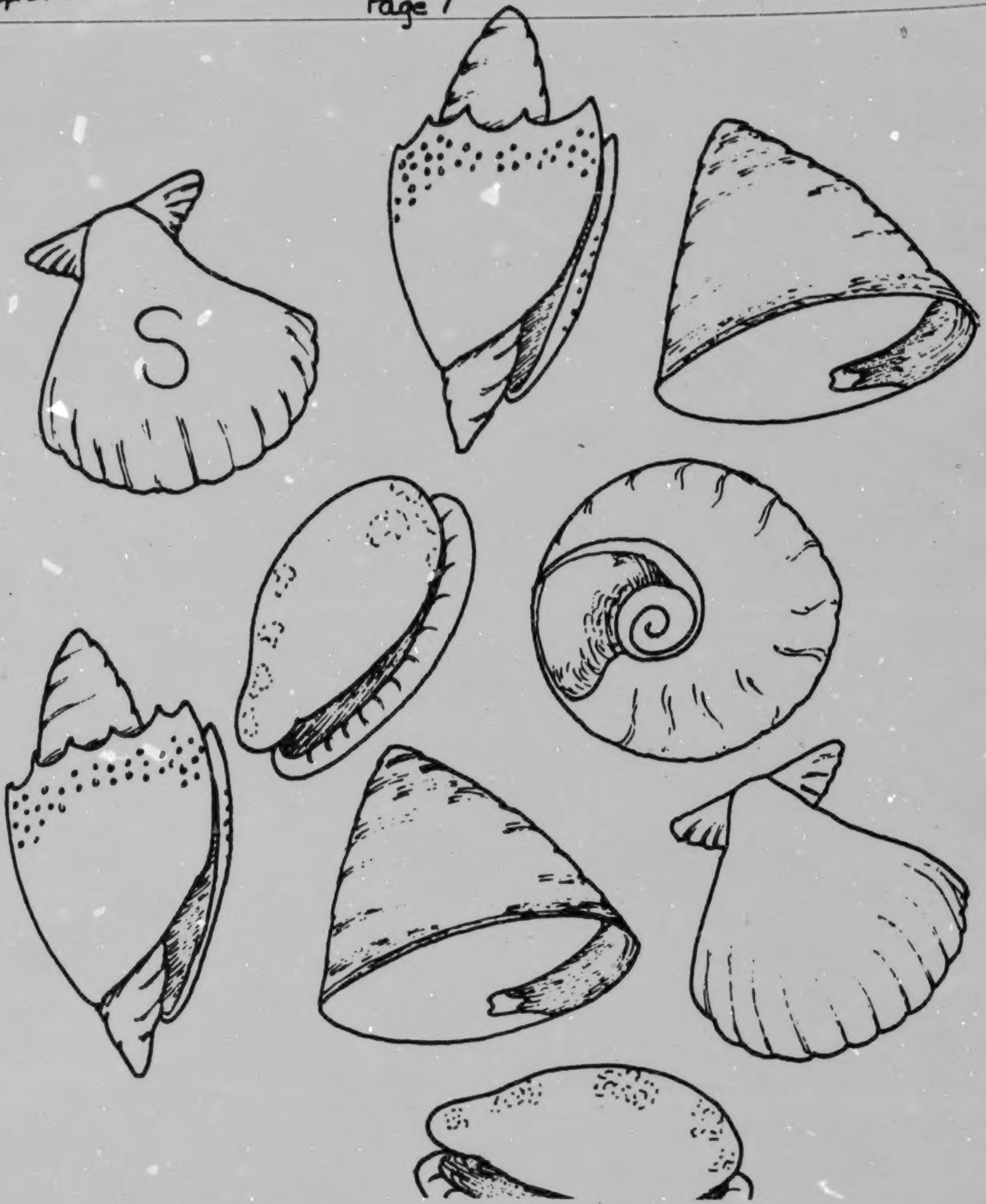
Today your child met a new letter - S - and a new sound - sssssss. This is an easy sound for most children to learn. However, if your child has trouble with it, stand in front of a mirror with him. Have him watch you clench your teeth together as you say ssssss... ssssss. Then have him do it with you. With a little practice, he will soon be able to make the S-sound correctly.

Here are some more activities to help your child learn the letter S:

1. Give him worksheets 1 through 5.

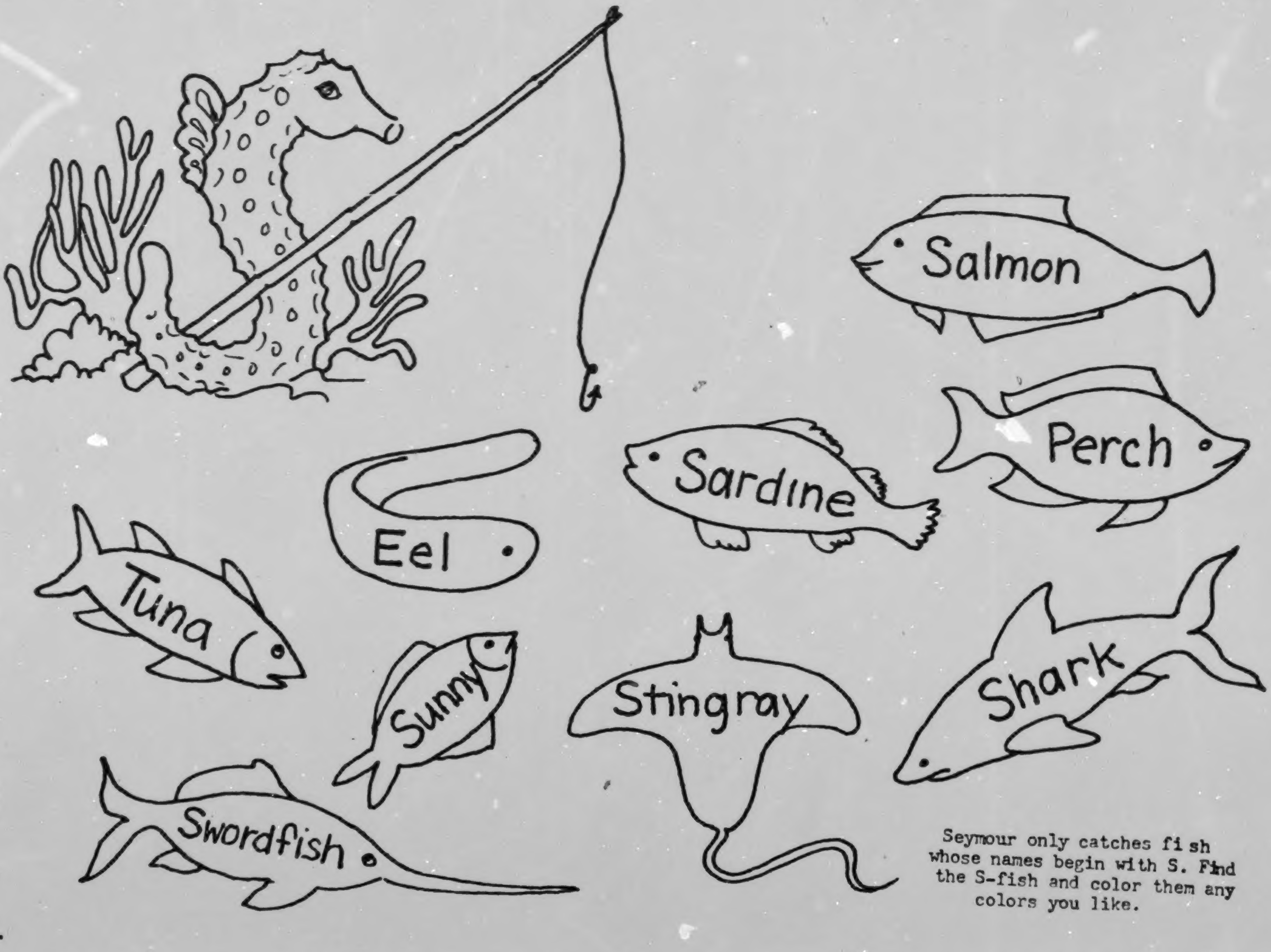
2. The more practice your child gets writing the letters he is learning, the better he'll get at forming them correctly and easily. You can help him by giving him a piece of lined paper and a magic marker. On the left hand side of the page print a capital B. Skip a line and print a capital S below the B. If your child knows other letters, like his initial, or the T in Train, the C in Car, you can print these letters on other blank lines. Then let your child copy the letters on each line, making a row of each letter. Let him work at his own speed. As he works, make sure he knows the names of the letters he's writing.

3. Here is a Mystery Word Game to help your child learn the sound the letter S makes. Tell him you are going to say some mystery words. To understand them, he must put the S-sound in front of the words you say. Then say _andwich, _illy, _anta Claus, etc. Your child may not understand what he is supposed to do at first, but you can help him until he gets the idea. Once he catches on, he'll probably find the great lots of fun to play. Later, you can play the same game with words that begin with other new letters your child is learning.

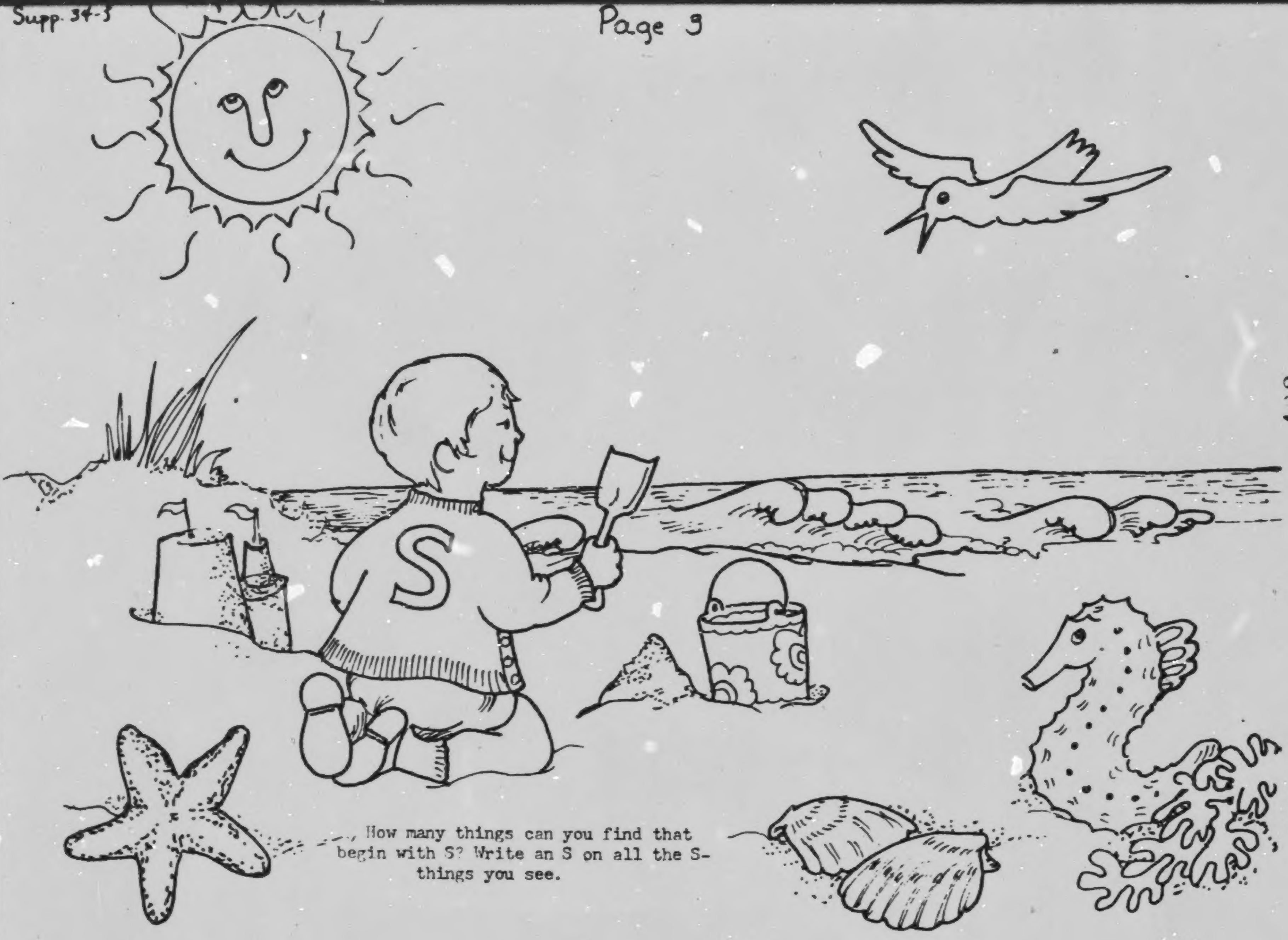


Write the letter S on the rest of the seashells. . . Can you find two seashells that are just the same? Color them orange. Find two more seashells that look alike. Color them blue. Find two more shells that are the same. Color them purple. How many shells are left?. . . Can you find the two that are alike? Color them yellow. Now there's just one shell left. Is it the same or different?. . . Color the last shell any color you like.

Page 2


Salmon
Perch
Sardine
Eel
Tuna
Sunny
Stingray
Shark
Swordfish

Seymour only catches fish whose names begin with S. Find the S-fish and color them any colors you like.

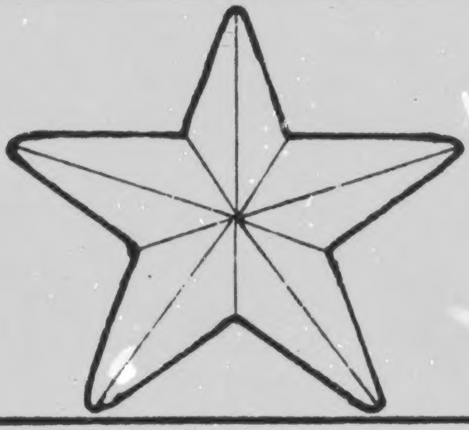


How many things can you find that begin with S? Write an S on all the S-things you see.

Page 4

S s

1



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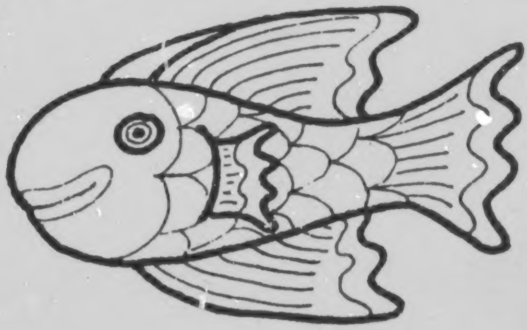

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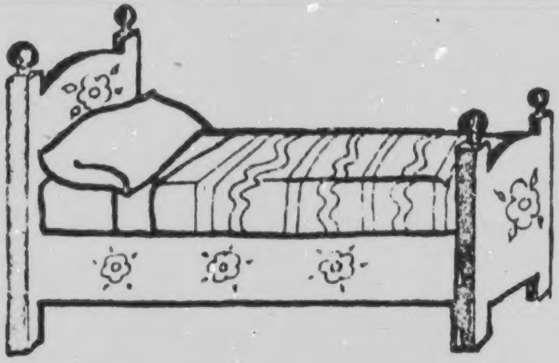

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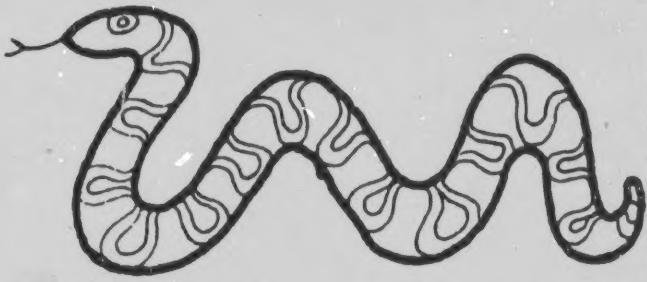

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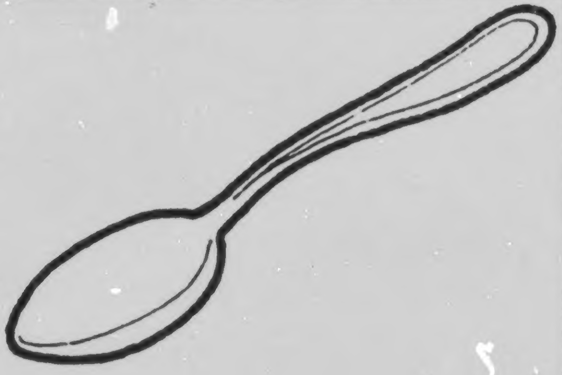

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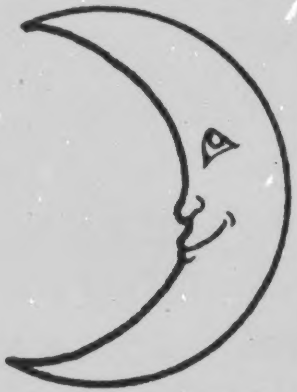
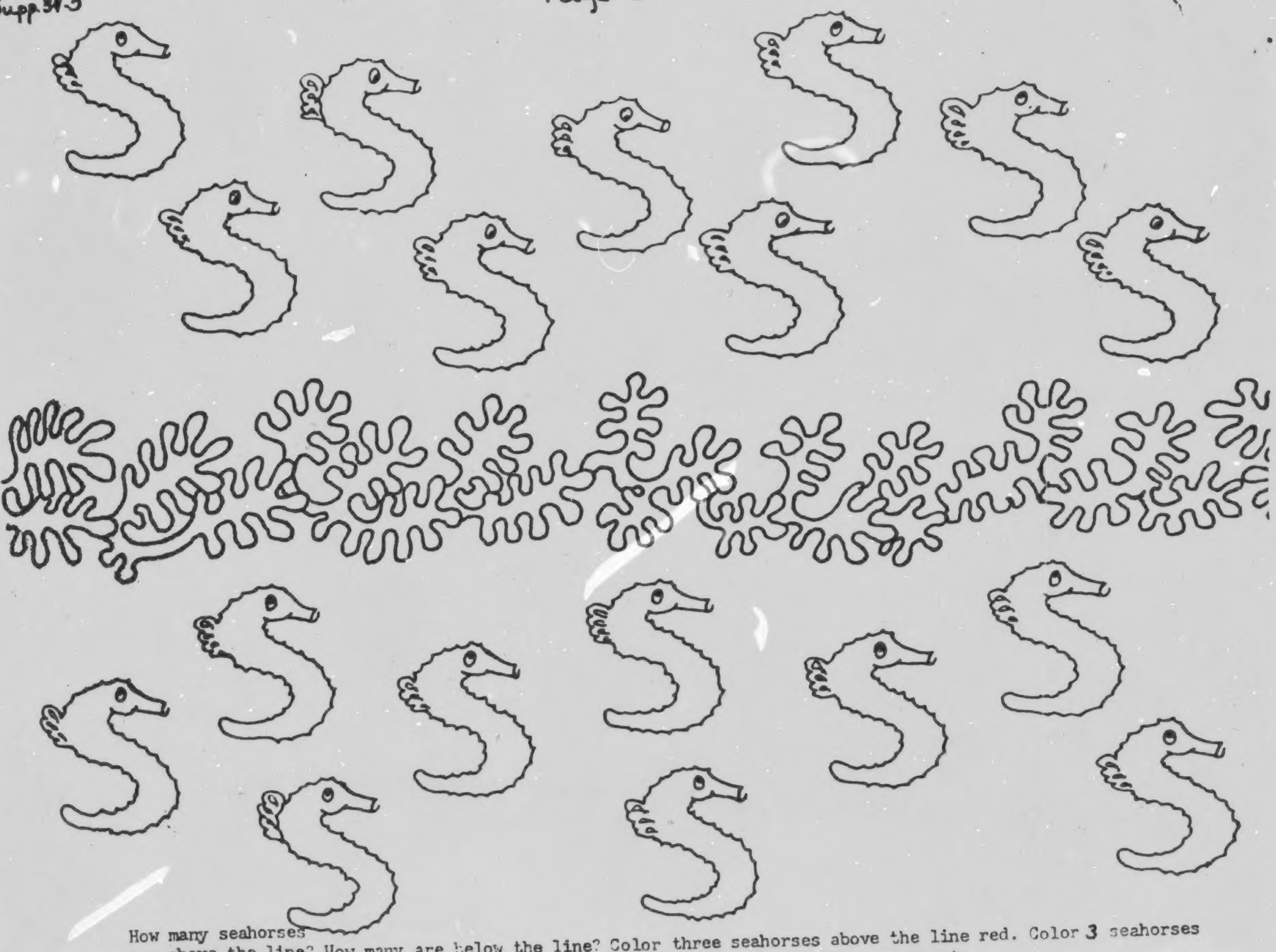


Three pictures are things that begin with S. Can you find them? Draw an S on the three S-pictures.

Supp.34-5

Page 5



How many seahorses
are above the line? How many are below the line? Color three seahorses above the line red. Color 3 seahorses
below the line **blue**. Color three seahorses above **purple**. Color three below **green**, etc.

LESSON THIRTY-FIVE

Instructions

Today your child will work again with the letter S. He will meet a new sight word - Submarine - and review the other sight words he has learned.

To get the lesson ready, cut out the pictures on the cut-out page and put them in a small envelope with the other materials your child will need.

What This Lesson Does

Reviews the letter S.
Introduces the sight word - Submarine.
Reviews the sight words Bus, Boat, Bike, Car and Train.

Materials You Will Need

4 worksheets
1 cut-out page
Magic marker
Crayons
Paste or glue
Pipe cleaners

Taping

(Child's name), do you remember Seymour the Seahorse? . . . He was very sad last time and we never figured out why. We said a poem about Seymour that had lots of S-words in it. Let's say it again today. Are you ready? . . . Say each line after me and make your S-sounds nice and loud:

Poor Sssssseymour Ssssseahorse. . (Pause). . .

Sssssitting by the ssssea. . (Pause)

Ssssssobbing sssssalty ssssseahorse tears. . . (Pause). .

Sssssad as he can be. . . (Pause). . .

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Very good, (child's name)! Now let's see how Seymour's doing. Get page one. . BEEP. . Seymour's still sad. I bet I know why. He can't find his sandpails. They all have the letter S for Seymour on them, but they're all mixed up. Can you help him? . . . Get your crayons and color all the pails with the letter S on them. Use any colors you like. . . BEEP. . . Thank you, (child's name). Now Seymour can find his sandpails.

But, goodness, he's still sad. Get page two and you'll see why. . (Long Pause). . . Seymour's hungry. He's all ready for supper, but there's nothing to eat. You can fix that. Get the pictures out of the envelope. . BEEP. .

Spread the pictures out in front on you. . . (Long Pause). . Yum, yum. Those good things to eat should cheer Seymour up. Point to the sandwich. . (Pause). . Now find the sundae. . . (Pause). . Point to the hot dog. . (Pause). . . Find the spaghetti. . (Pause). . and the soda. . . Now point to the pie. . (Pause). .

Good work, (child's name). Let's name the things again. Listen very carefully to the sounds the words start with. Say each one after me. . . Sssssundae. . . . Sssssandwich. . . . Pie. . . . Ssssspaghetti. . . . Hot dog. . . . . Sssssoda. . . . Good. You know, Seymour likes things best if they begin with his letter S. Can you find the four pictures that begin with S? . . . Paste all the S things on the table for Seymour. . . BEEP. . .

What did you give Seymour for supper, (child's name)? . . . (Long Pause). . . Did you give him the soda, the spaghetti, the sandwich and the sundae? . . . . That's a super supper for a seahorse!

Good grief! Seymour's still sad. What? . . . He only likes sardines for supper? . . . Too bad, Seymour. We don't have any. What else might make Seymour happy, (child's name)? . . . Maybe he'd like to go for a ride. But how will he go? . . . Get page three. . . (Long Pause). . . .

Seymour's thinking of lots of ways to go. Point to the word Bus. . . (Pause) . . Draw a line from the word to picture of the bus. . . BEEP. . . Now find the word Boat. . (Pause). . . Draw a line from the word to the picture of a boat. . BEEP. . Draw a line from the word Train to the picture of a train. . . BEEP. . Draw a line from the Bike to the picture of a bike. . . BEEP. . Now there's just one word left. Do you know what it says? . . . (Pause). . . Car is right and there's a picture of a car left, too. Draw one more line from the word to the picture. . BEEP . .

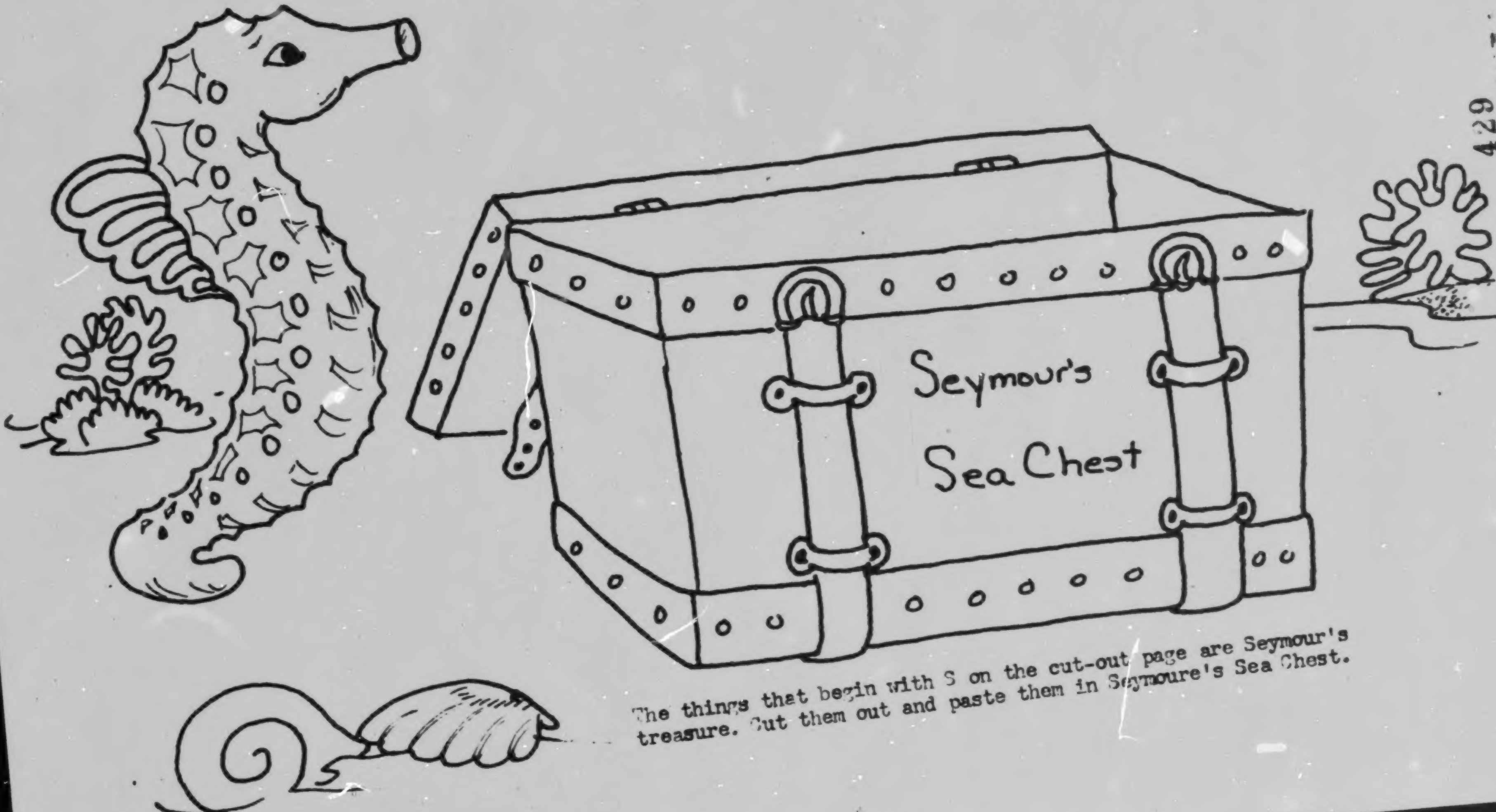
You did a fine job, (child's name)! And now Seymour knows what really would make him happy. Get page four and you'll see. . (Long Pause) . .

Do you know what that is, (child's name)? . . . It's a submarine. What a beauty! With a submarine to ride in, Seymour won't be sad any more.

Would you like to take a submarine ride, (child's name)? . . Then let's go. Get down from the tape recorder first. . (Long Pause). . Your submarine's right over there by the (TV, sofa, door, etc.). Climb aboard, (child's name). Now the ship's going out to sea. Move over to the (another spot in the room). . . (Pause). . Stand by to submerge! That means the boat is going underwater. Down. . . down. . . get down on your knees. . . (Pause). . . Down lower. . . get down on your stomach. . . (Pause). . . Now the submarine will go for a ride way under water. Can you crawl around on your stomach? . . . Go ahead. . . crawl past old wrecks on the bottom of the ocean. . . crawl. . . crawl. . . crawl some more. . . past patches of seaweed. . . crawl. . . crawl. . crawl some more. . . past a chest full of pirate treasure. . . crawl. . . crawl. . . crawl some more. .

Now the submarine will come back up. Come on, (child's name), get up on your knees. . . (Pause). . . Now get up on your feet. . . (Pause). . . And here we are, back at the dock. That was a wonderful submarine ride!

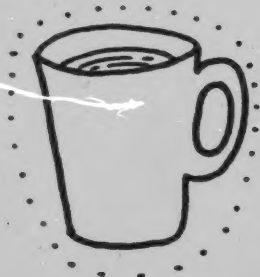
Seymour's ready to ride in his new submarine. But he'd like some company on his ride. Get the colored wiry things that are by the tape recorder. . (Pause). . . They're pipe cleaners and you're going to use them to make some S-seahorses to go along with Seymour. Take one pipe cleaner. . (Pause). . . Bend it into an S shape, like the the S the word Submarine begins with. . (Pause). . Now make some more S-seahorses. When you're finished, put the seahorses on the submarine and take them for a ride. . BEEP. . .

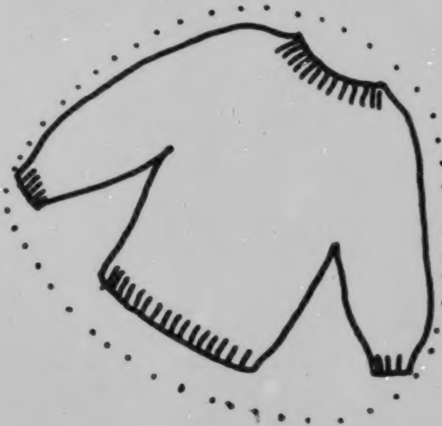

Seymour's
Sea Chest

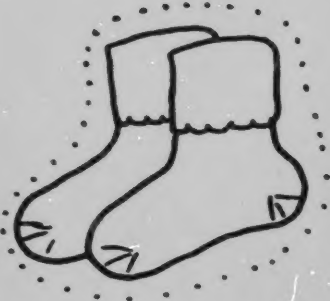
The things that begin with S on the cut-out page are Seymour's treasure. Cut them out and paste them in Seymoure's Sea Chest.

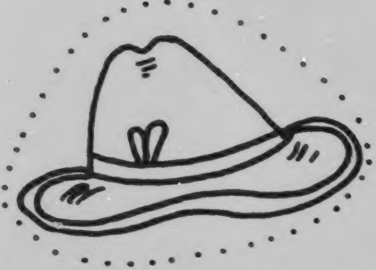
Supp. 35 - 2

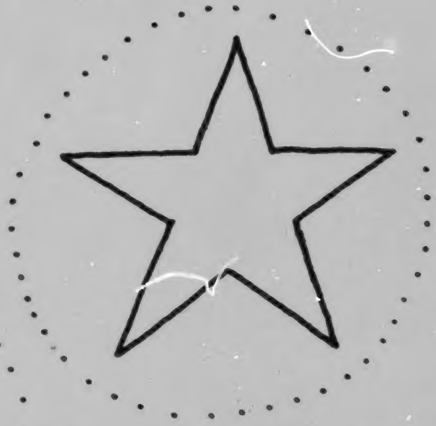
Cut-out Page 2

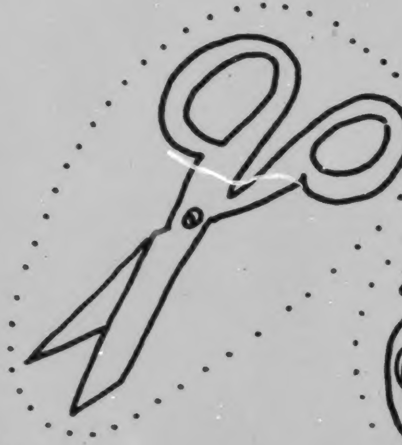


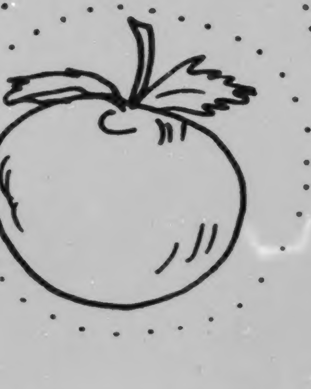


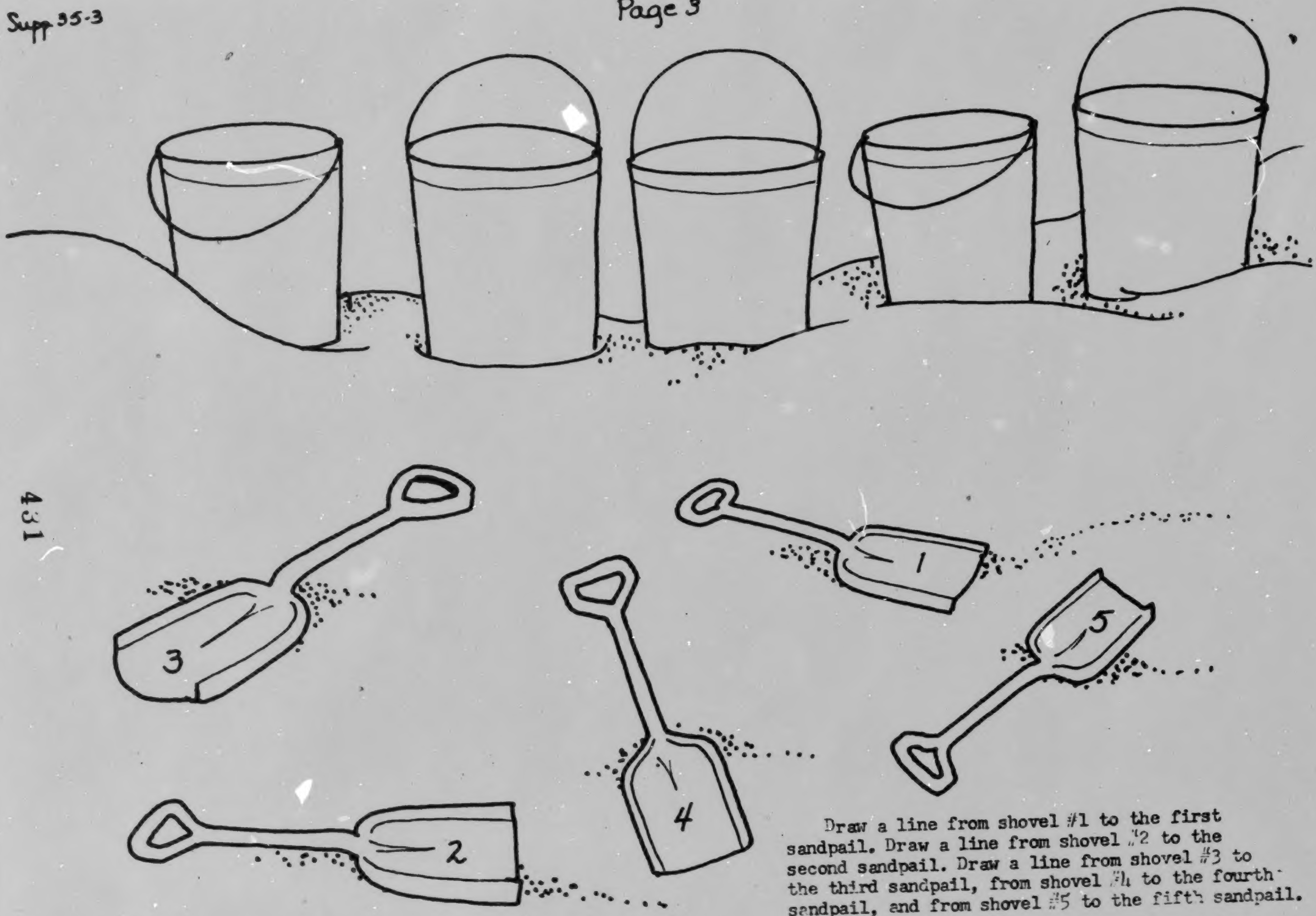






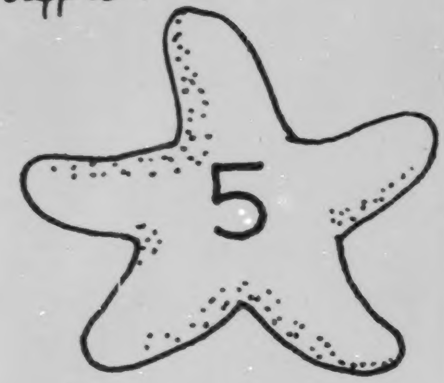


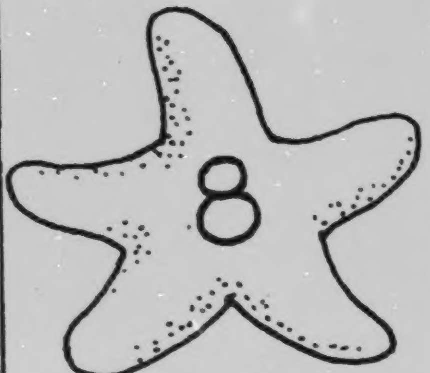


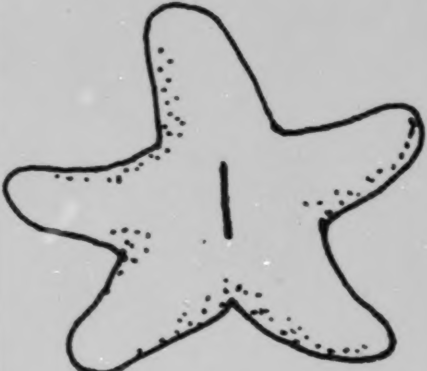


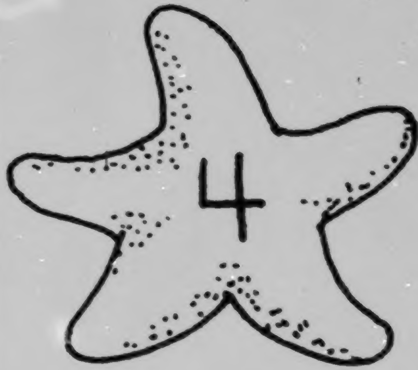
Draw a line from shovel #1 to the first sandpail. Draw a line from shovel #2 to the second sandpail. Draw a line from shovel #3 to the third sandpail, from shovel #4 to the fourth sandpail, and from shovel #5 to the fifth sandpail.

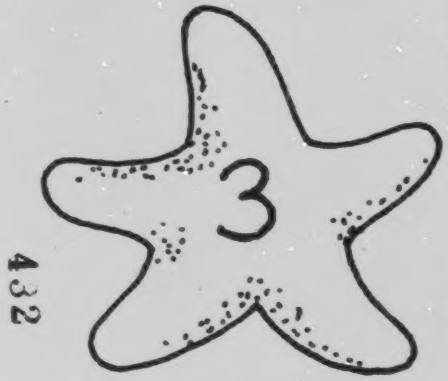
Supp 35-4

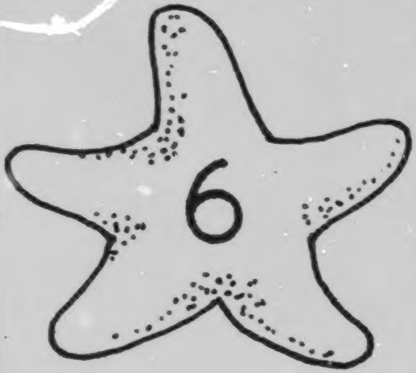


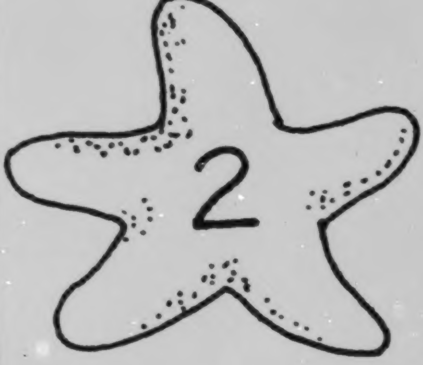


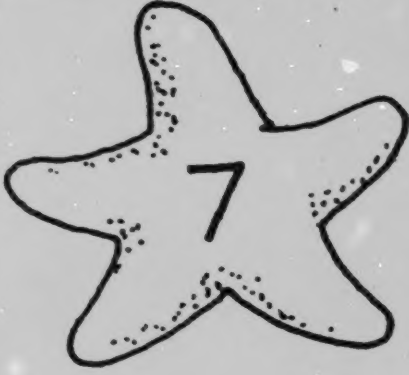






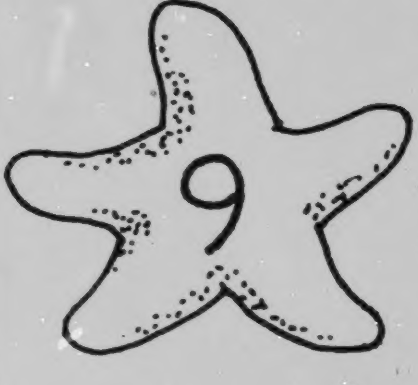


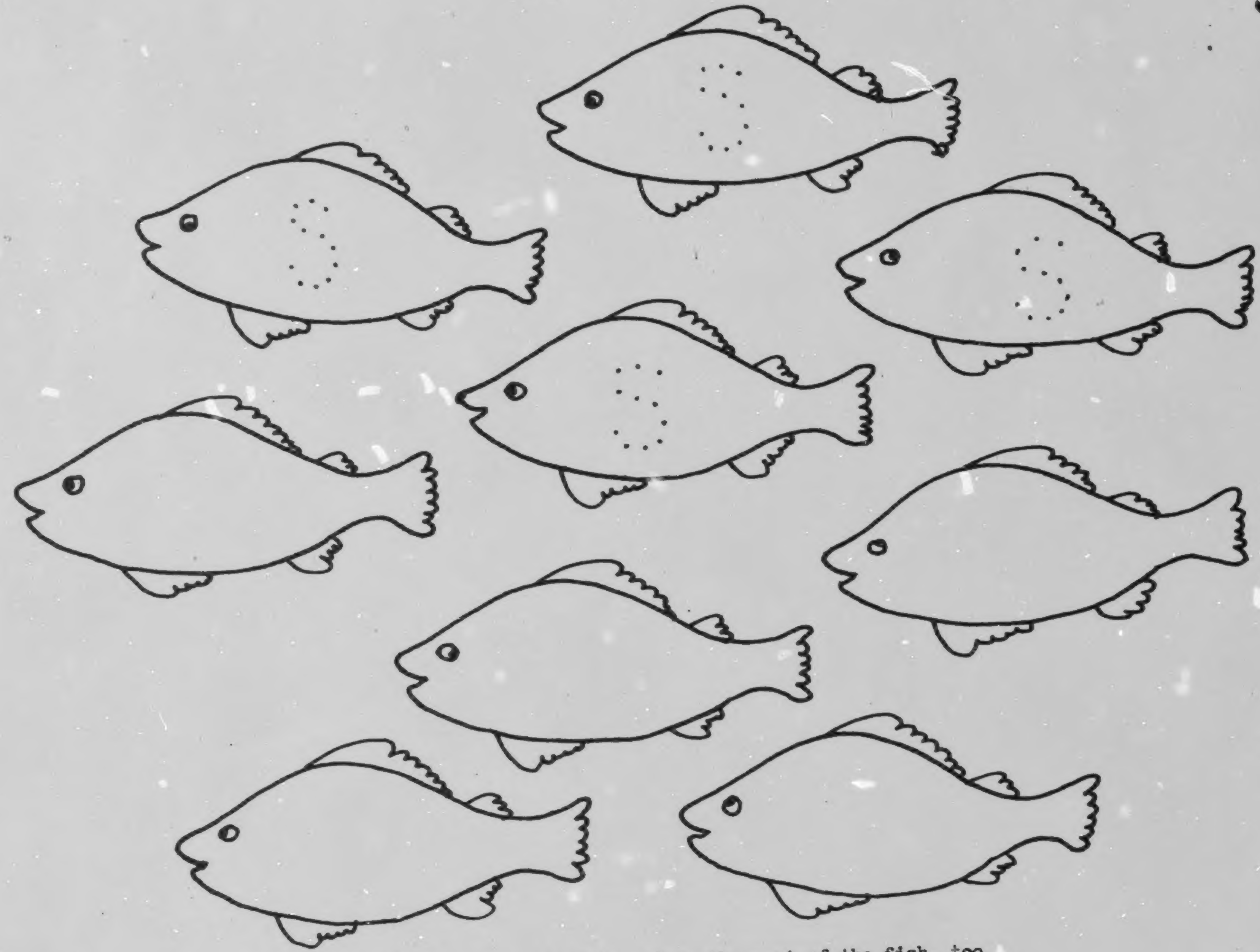




Page 4

Cut out the nine starfish. See if you can arrange them in order, putting starfish number one on the left, # 2 to the right of #1 and so on, so the numbers read from 1 to 9.





Finish the dotted letters. Write the letter S in the rest of the fish, too.

LESSON THIRTY-SIX

Instructions

Today your child will review many of the ideas he has been learning. This lesson is different from the previous ones, since most of it is to be done without the tape recorder. The theme of the lesson - a fair (or carnival) - is introduced on the first two worksheets. After your child makes the tickets, he will go to the fair. The worksheets are the various booths, and he can choose which games he wants to play. Somewhere on each page, it tells how many tickets that activity costs. Help your child tape the required number of tickets in the space on the worksheet. Then read him the instructions at the bottom of the page. He needn't play all the games at one sitting. If he wants to save some for later in the day, or tomorrow even, that's all right, too.

The lesson has been planned specifically to give you a chance to watch your child work. You will easily be able to see if he understands the numbers and initial consonants (B and S) he has learned in the preceding lessons. You'll also be able to tell if he knows the colors and shapes, and if there are any ideas that are still giving him trouble.

Let your child work alone as much as possible. If he asks for help, give it to him, but don't correct his mistakes while he is working. Later, you can talk about some of the things that seem confusing to him. The important thing is that you make sure he really understands all the ideas that are reviewed in the lesson before going on to new material. To try to teach him new letters, for example, if he is not yet sure about B and S, would only confuse and frustrate him. Remember, there is no rush to complete the program. The lessons will only continue to be fun for your child as long as he feels confident that he can do them.

Make a note of any ideas that seem to be giving your child difficulty. Be sure to discuss them with your Learning Helper as soon as possible. Show her the worksheets that he had trouble with. She will help you decide what lessons to repeat or what supplementary material to give your child before going on to the next part of the NAM program.

What This Lesson Does

Reviews the following ideas:

Eight primary colors
Shapes (circle, square, triangle, rectangle)
Numbers from 1 to 10
Beginning sounds B and S
Ordinal numbers (first - fifth)
Next/last
Above/below
Over/under
Left/right
Sight words (Train, Boat, Bus, Bike, Car, Submarine)

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Materials You Will Need

- 10 worksheets
- 1 cut-out page
- Crayons
- Scissors
- Tape
- Magic marker
- Paste or glue
- 44 beans or pieces of cereal

Taping

Guess where we're going today, (child's name). To a fair (or carnival, if your child knows that word). Are you ready?. . . . Then get page one. . B E E P . . .

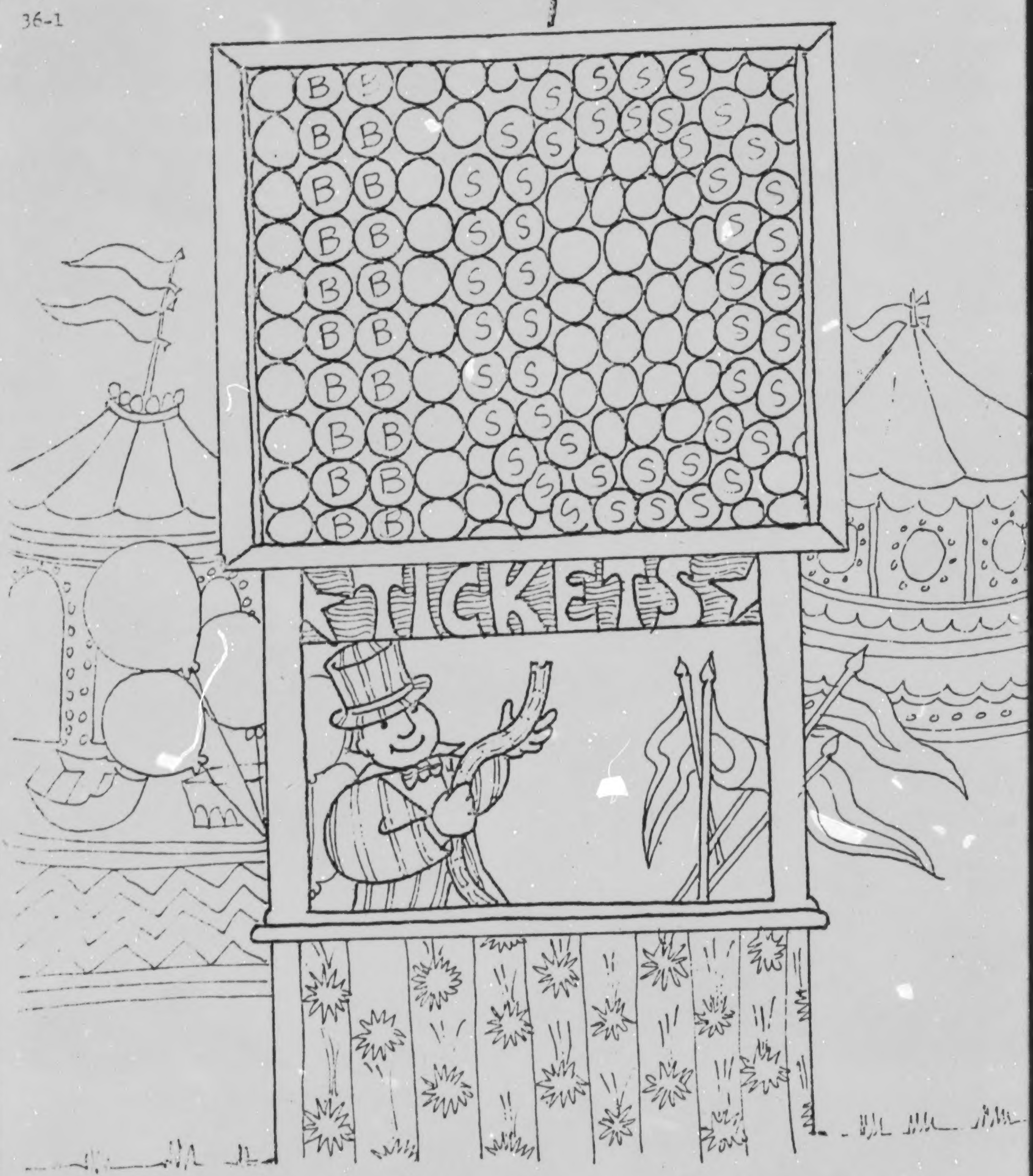
There's the ticket office. Up above is a big sign with lots of lights that tell how much the tickets cost. Can you turn on the sign to see what it says?. . . Here's how. Get your red crayon. . (Pause). . . . Color the light bulbs that have a B in them red. . . B E E P . . . . Very good, (child's name). What number did you make?. . (Pause). . . A one is right. Now color the light bulbs with S inside red too. . B E E P . . . Good. You made a new number called zero. Say it. . . zero. . (Pause). . . A one and a zero together make the number ten. That's what the lighted sign says: TEN. How much do the fair tickets cost?. . (Pause). . Ten cents each. Let's buy some. Get page two. . (Pause). .

There's a whole page of tickets. What number is in the tickets?. . (Pause). . Ten is right! Some of the tickets have dotted numbers in them. Get your magic marker and connect the dots to finish the tens. . B E E P . . . . Now get the scissors. . (Pause). . Cut out all the tickets. . B E E P . . .

Do you have your tickets, (child's name)?. . . Then you can go to the fair. Today I'd like to come along with you. May I?. . . Then call me when you're ready. . B E E P . . .

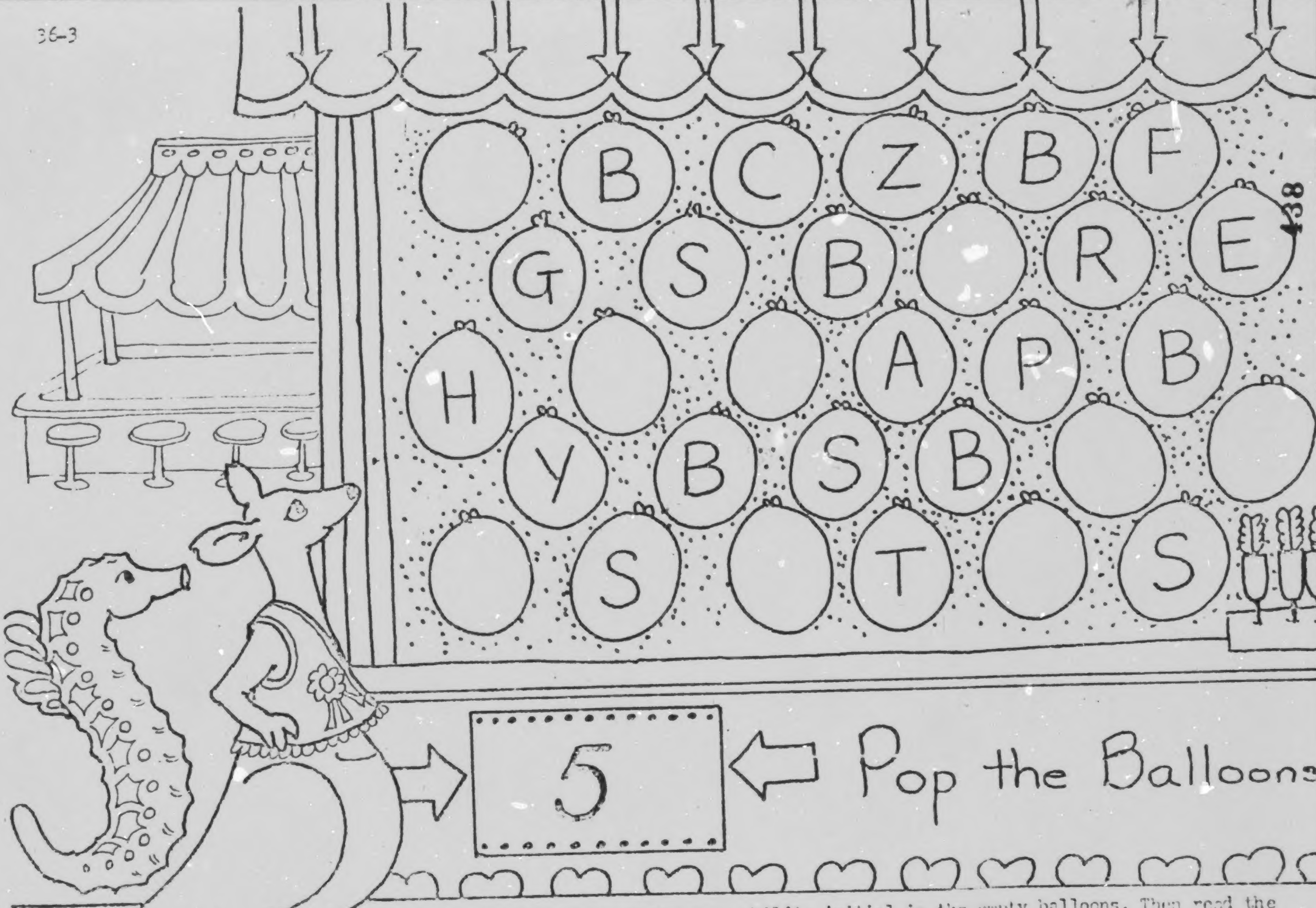
(Note to parent: When your child calls you, give him the rest of the worksheets.

36-1



35-2

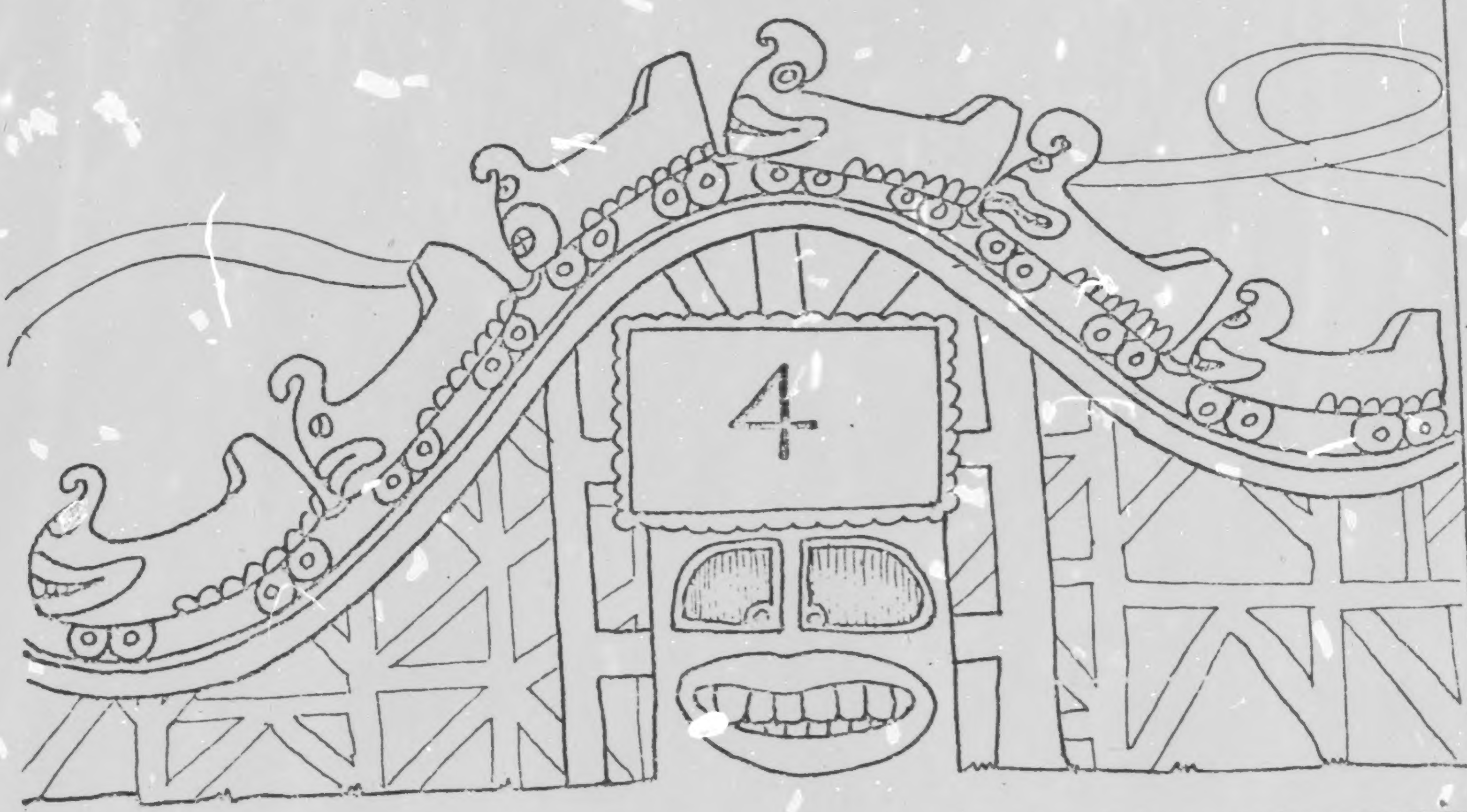
10	10	10	10	10
10	10	10	10	10
10	10	10	10	10
10	10	10	10	10
10	10	10	10	10
10	10	10	10	10
10	10	10	10	10

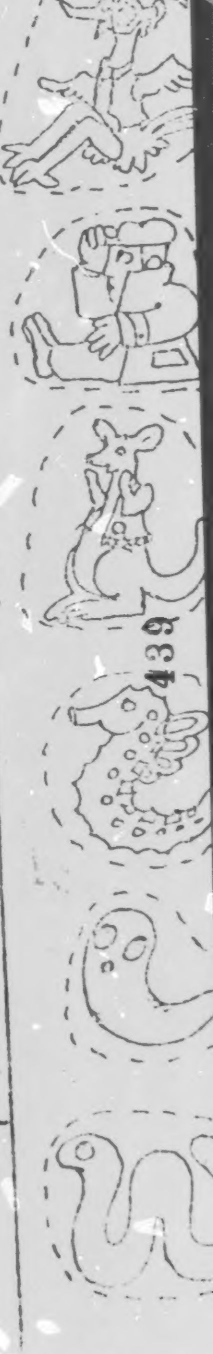


Initial Consonant Review. Write your child's initial in the empty balloons. Then read the following instructions: Who can pop the most balloons? B.B. pops all the balloons with the letter B in them. Color the B-balloons blue. Color all Seymour's S-balloons yellow. Color all the balloons with your initial in them purple. Count B.B.'s balloons. Count Seymour's balloons. Count your balloons. Who popped the most?

36-5

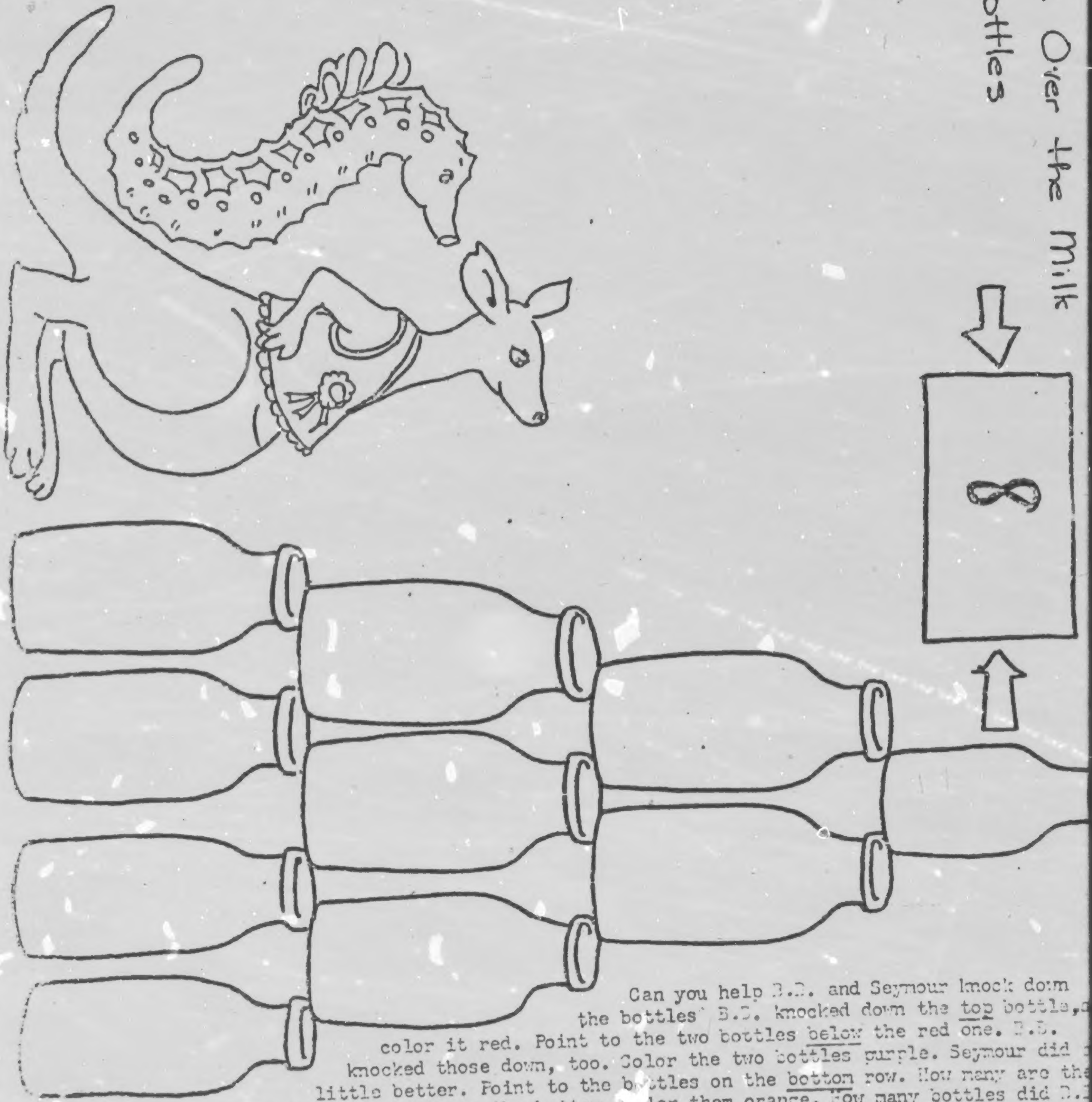
Roller Coaster



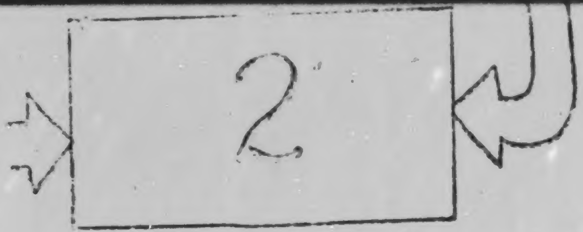


Review of ordinal and cardinal Numbers. Write a 1 in the first car,.a 2 in the second car,.a 3 in the 3rd car,.a 4 in the fourth car,.a 5 in the 5th car,.a 6 in the last car. Now cut out the little pictures on the right-hand side of the page. Paste Winifred, the long worm in the third car. Put Wayne, the short worm, in the last car. Paste Seymour the Seahorse in the second car. Put Rudy in the fifth car. Put Chip Shapely in the first car. Which car is left? Put B.B. in the fourth car.

Knock Over the Milk Bottles

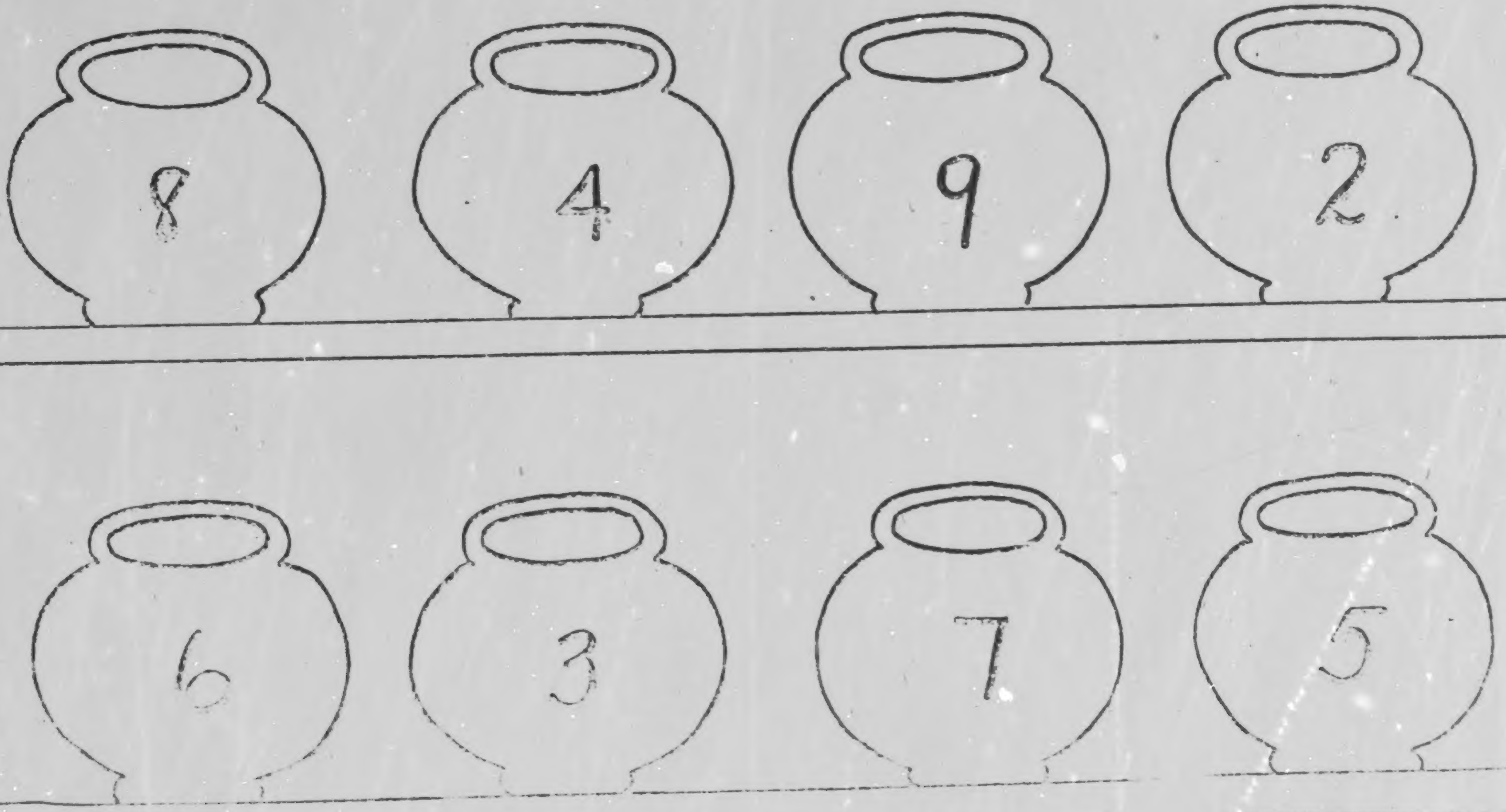


Can you help B.D. and Seymour knock down
the bottles? B.D. knocked down the top bottle,
color it red. Point to the two bottles below the red one. B.D.
knocked those down, too. Color the two bottles purple. Seymour did
little better. Point to the bottles on the bottom row. How many are the
Seymour knocked down all the bottles on the bottom. Color them orange. How many bottles did B.
and Seymour knock down all together? How many bottles are left? Can you knock them down Color
the bottle in the middle black. Color the bottle on the left green. Color the bottle on the ri
any color you like. Good work, (child's name)! You knocked over all the bottles!

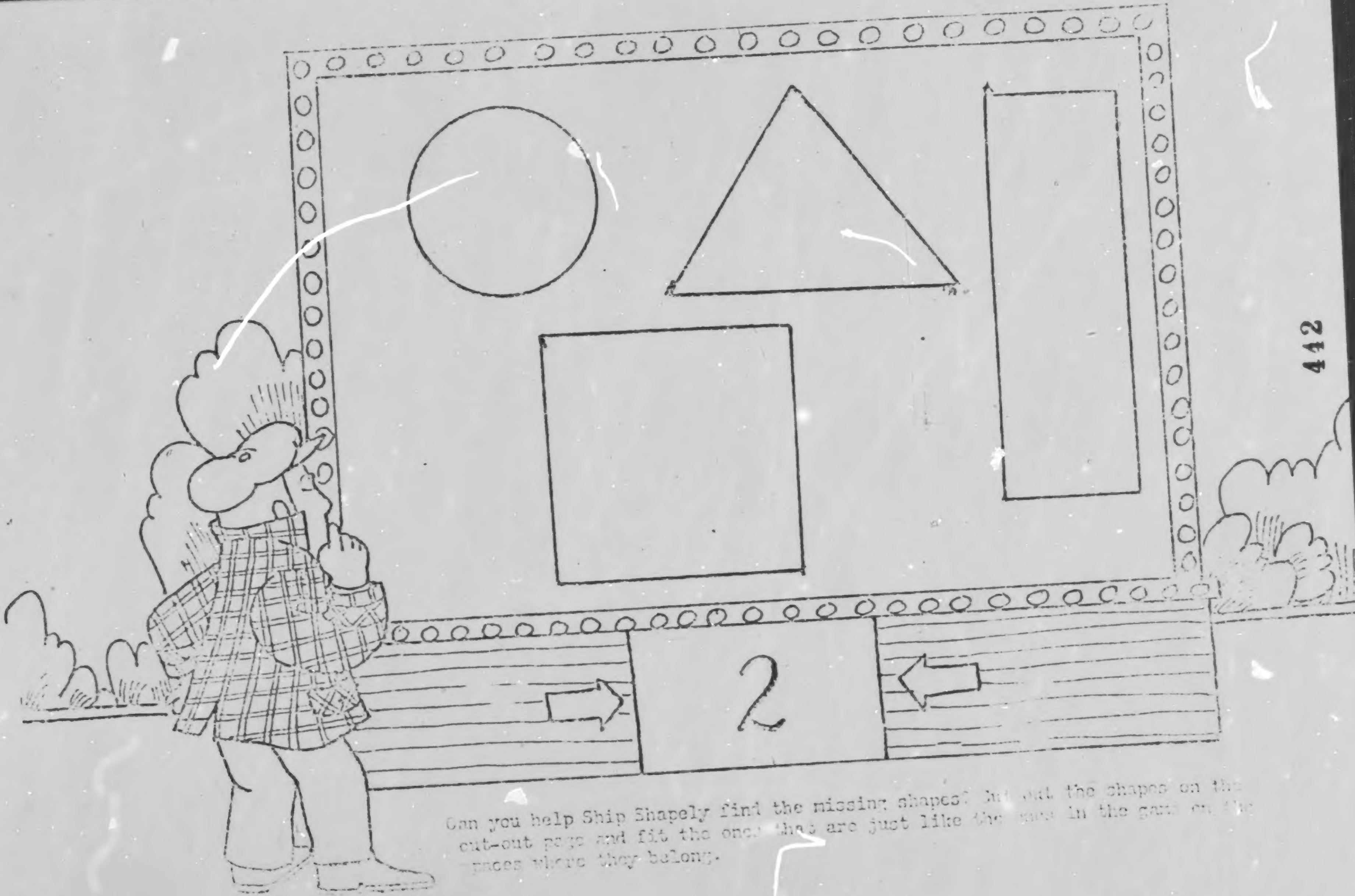


piece of masking or adhesive tape over the #[illegible] beanpot. Then tell your child to try to find the lucky beanpot. To play the game, he must put the correct number of beans in each pot. When he has put beans in each pot but the mystery pot, ask him to count how many beans he has left. Then let him take off the tape. If he has as many beans left as the lucky number on the mystery pot, he wins the game!

Lucky Beanpot Game

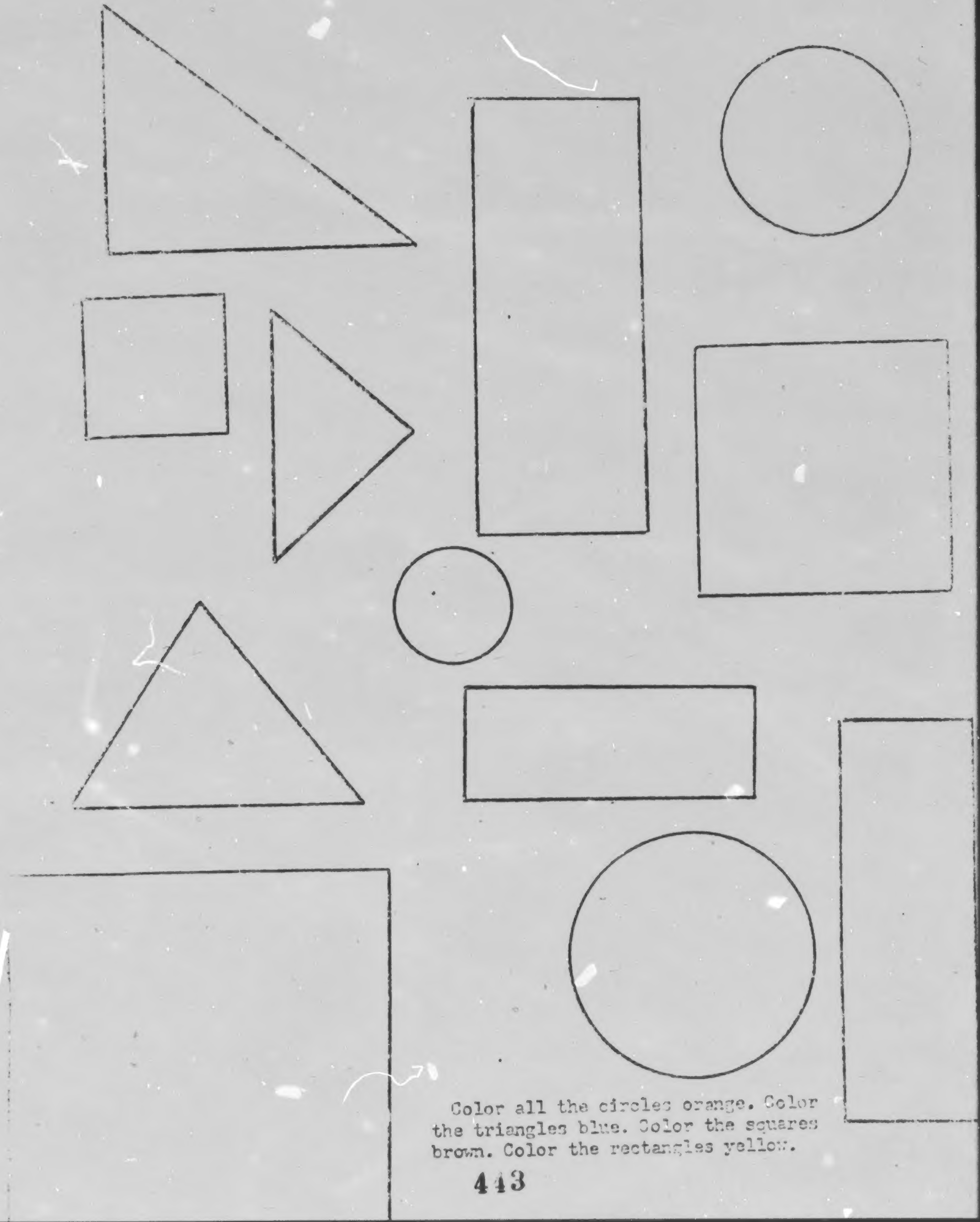


Find the Missing Shapes!



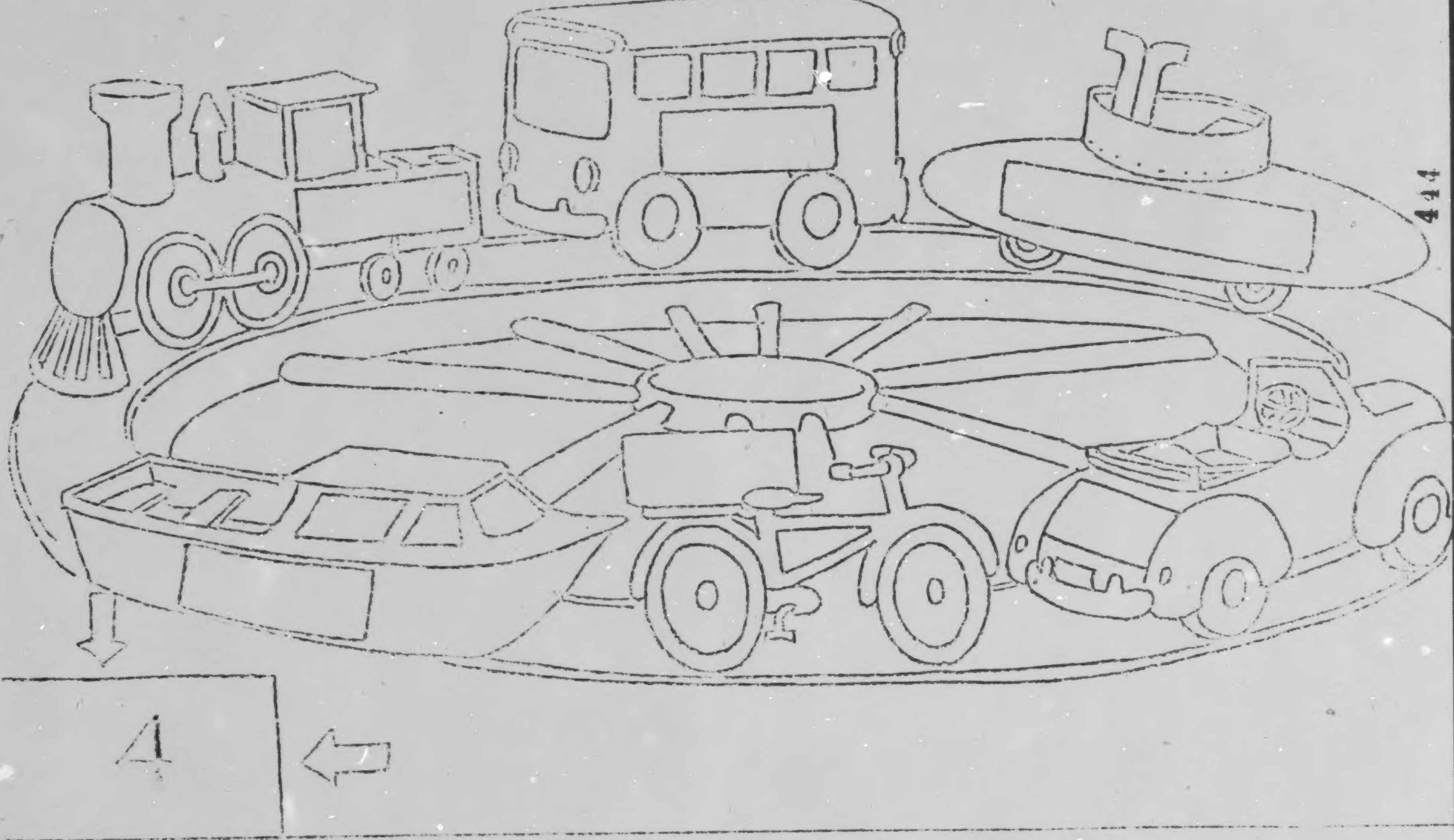
Can you help Ship Shapely find the missing shapes? Cut out the shapes on the cut-out page and fit the ones that are just like the ones in the game on the spaces where they belong.

Cut-out Page



Color all the circles orange. Color the triangles blue. Color the squares brown. Color the rectangles yellow.

Train	bus	Submarine	Boat	Bike	car



Reviews the Sight Words. Cut out the words at the top of the page. Then ask your child to paste each word on the vehicle the word names.

LESSON THIRTY-SEVEN

Instructions

Today your child will take an imaginary trip to Africa. To get the lesson ready, cut out the eight pieces of the Africa Map Puzzle on the cut-out page and put them in an envelope. You will also need to make the 'pins' for the African bowling game. Take 10 pieces of blank paper and roll them into a tube. Tape the ends together so they can stand up like bowling pins. Give your child a lemon, potato or something similar to use as a bowling ball.

What This Lesson Does

Gives your child some idea about the faraway place that is Africa.
Reviews the numbers from 1 to 10.
Reviews colors and shapes.
Reviews left/right movement.

Materials You Will Need

4 worksheets
Cut out page
10 pieces of paper, rolled and taped into tubes
Ball, potato, lemon or similar object for bowling game

Taping

Are you ready to take a long trip today, (child's name)? . . . We're going across the ocean, to faraway Africa. Rudy has some cousins who live in Africa. Let's see what it looks like. Get page one. . B E E P . . . . Now get the envelope and take out what's inside. . B E E P . . . . Those are puzzle pieces. When you put them together they'll make a map of a very big country called Africa. Put the pieces down on top of the spaces they match. If you need help, call me and I'll show you how to do it. . B E E P . . . .

Did you fit all the pieces together? . . . . Then you can see what the big country of Africa would look like if you flew over it in a big spaceship. Now get page two. . (Pause). . .

That's a flag from Uganda, one of the countries in Africa. The

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Patricia Simms

bird in the middle of the flag is called a crested crane. He's a cousin of Rudy's, and Rudy flew a long, long way to come visit him. The flag would look much prettier, though, if you'd color it the way it's supposed to be. Get your crayons, and I'll tell you what colors to make it. . (Pause). .

Color the space with a number one in it black. . BEEP . . . There's a one on the bird, too. Color his body black. . BEEP . . . Color the number two space yellow. . BEEP . . . Color all the number three spaces red. Don't forget the bird's tail. Make it red, too. . BEEP . . . Color the number four spaces black. . BEEP . . . Color space number five yellow. . BEEP . . . Color the number six space red. . BEEP . . . There's a six on the bird, too. Do you see it? Color it red. BEEP . . . That looks a lot better, (child's name). You made a beautiful Uganda flag.

Now get worksheet number three. . (Pause). . It's the page with lots of shapes on it. . Point to the top row of shapes. . Put your finger on the triangle on the left. . (Pause). . Color the triangle yellow. . BEEP What shape comes next?. . (Pause). . A circle, right. Color it blue. . BEEP . . . What shape comes next?. . Another triangle. Good. Make it yellow. . BEEP . . . Next comes. . . what?. . . A circle. Color it blue. . A line of shapes make a design. Finish the design over to the right side of the page. What color will you make the next triangle?. . Yellow, and what color will the circles be?. . (Pause). . Blue is right. Finish the design of yellow triangles and blue circles. . BEEP . . .

Now point to the row of shapes under the circles and triangles you just colored. What do you see? . . . Stars. Put your finger on the star on the left. . (Pause). . Color it red. . BEEP . . . The next star will be white. So you don't need to color it at all. Skip the second star and put your finger on the third star in the row. . (Pause). . Color it green . BEEP . . .

Color the next star red. . BEEP . . . Next comes a white star, so don't color that one at all. . Skip a star and put your finger on the sixth star. What color will that one be?. . (Pause). . Did you say green?. . . Very good, (child's name). Color the sixth star green. . BEEP . . . Now finish the design. Make a red star, then a white one and then a green one all across the row. If you're not sure how to do it, call me. . BEEP . . .

Point to the row of shapes under the stars. . (Pause). . What shape is on the left?. . A square. Good. Color the square purple. . Next come two little shapes. What are they?. . (Pause). . Two little circles. Color them orange. . BEEP . . . Next comes another square. Make it purple, like the first one. . BEEP . . . Color the two little circles orange. . BEEP . . . Now finish the design of purple squares and orange circles all across the row. This time you can draw your own shapes. . BEEP . . . .

Let's make some more designs at the bottom of the page. First let's make a row of S's. Point to the big letter S. . . Point to the small S next to it. Next comes a big S, then a small S. Take your magic marker and finish the row of big and small S's all the way across the page. . BEEP . . . What's in the row under the S's you just wrote?. . (Pause). . Some more stars. This time color the star on the left black. . BEEP . . Color the next star yellow. . BEEP . . . Color the next star red. . BEEP . . . Make the next star black. . . What color will the next star be, (child's name)?. . (Pause). . Yellow is right. . BEEP . . . What about the next one? What color will you make it?. . (Pause). . If you said red, you're right again! Color the sixth star red. . BEEP . . . Your stars are the colors in the flag of Uganda. Can you finish the row of black, yellow and red stars?. . BEEP . . .

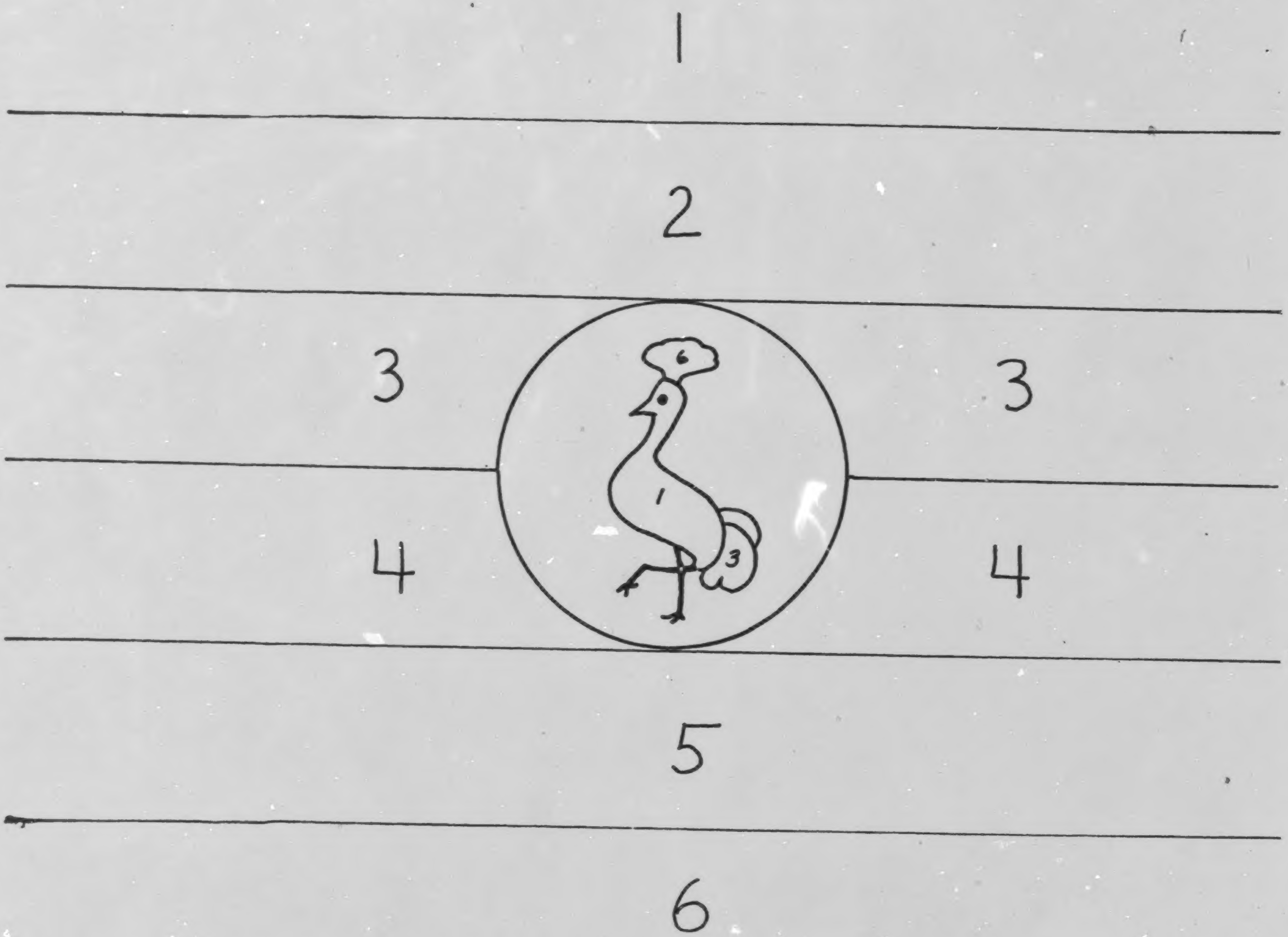
There's one more row of shapes. Point to the shape on the left. . . . What is it?. . (Pause). . A circle. What's next to the first circle, (child's name)?. . (Pause). . Another circle. Is it big or small?. . (Pause). . It's small. What comes next?. . (Pause). . A square. Very good. Is the square big or small?. . (Pause). . It's big. Good. What about the next shape? What is it?. . (Pause). . A small square. What's next?. . (Pause). . A big circle. And what do you think will come next in the design, (child's name)?. . Look at the first two circles. What comes after the big circle?. . Point to it. . A small circle. . Draw another small circle now. . BEEP . . . What will you make next?. . . A big square. . Very good. . . Draw it next to the small circle. . BEEP .. . What comes next?. . (Pause). . . A small square. . Finish the design. You can use any colors you like. . BEEP . . .

African people often make designs like the ones you made. They make designs on their clothes, on blankets, and on lots of other things. Do you know what you just made a design on?. . . . A place mat. You can put it under your plate at supper tonight. After the lesson, if you like, you can make some more place mats for the rest of the family, too.

Children who live in Uganda play a game called Nsikwi. Can you say that? Try it. . . Nsikwi (En seek' we). . (Pause). . Here's how to play the game. Get page four. . (Pause). . How many circles do you see? . . . Count them. BEEP . . . Did you count ten circles? . . . Very good. Now get the rolled up pieces of paper. Count how many there are. . BEEP . . . There should be ten paper tubes. Are there?. . (Pause). . . Get down from the tape recorder now. . (Pause). . Put page four on the floor. . (Long Pause). . . Get the paper tubes and put one on each circle on the worksheet. . BEEP . . .

Now get the potato (ball, lemon or whatever you're using). . (Long Pause). . Take three big steps away from the ten pins. . (Long Pause). . . Roll the potato and see how many pins you can knock over. If you knock them all over, you win the game. . BEEP . . . . Did you knock down all the pins, (child's name)? . . Call me, and I'll try to play your African game with you. BEEP . . .

31-2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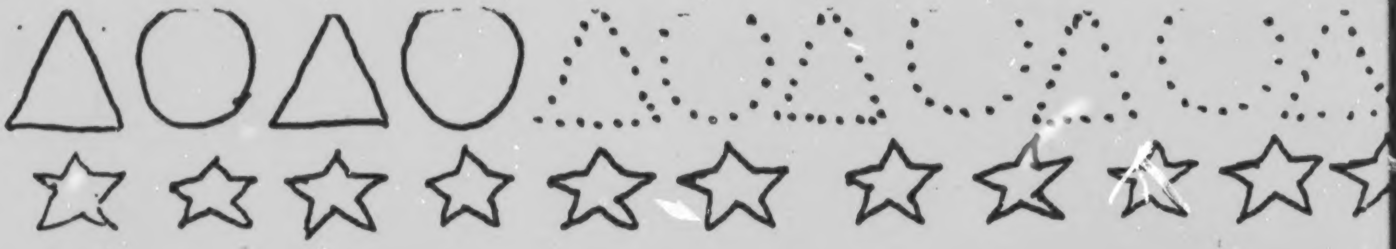

SsSs

5-15

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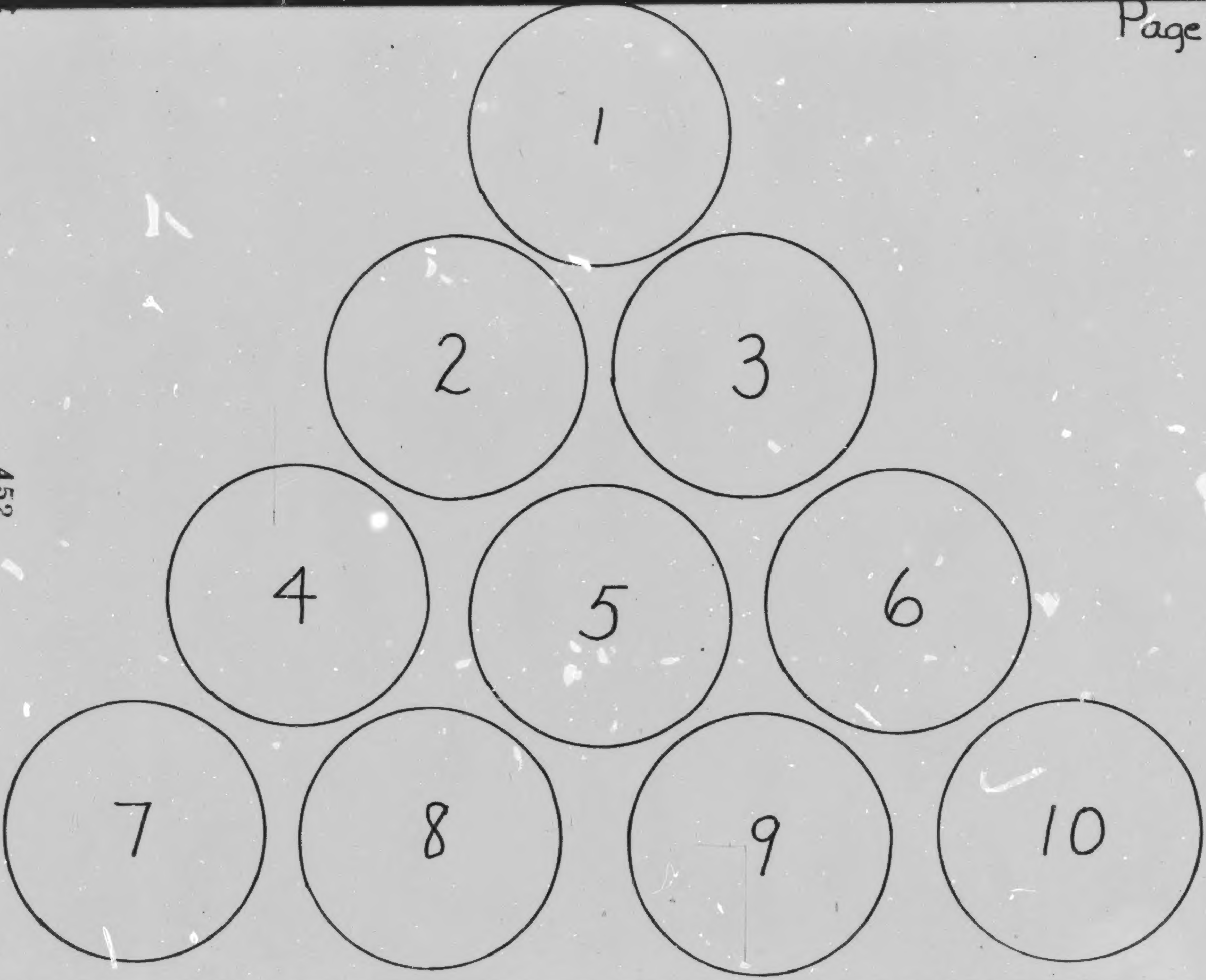
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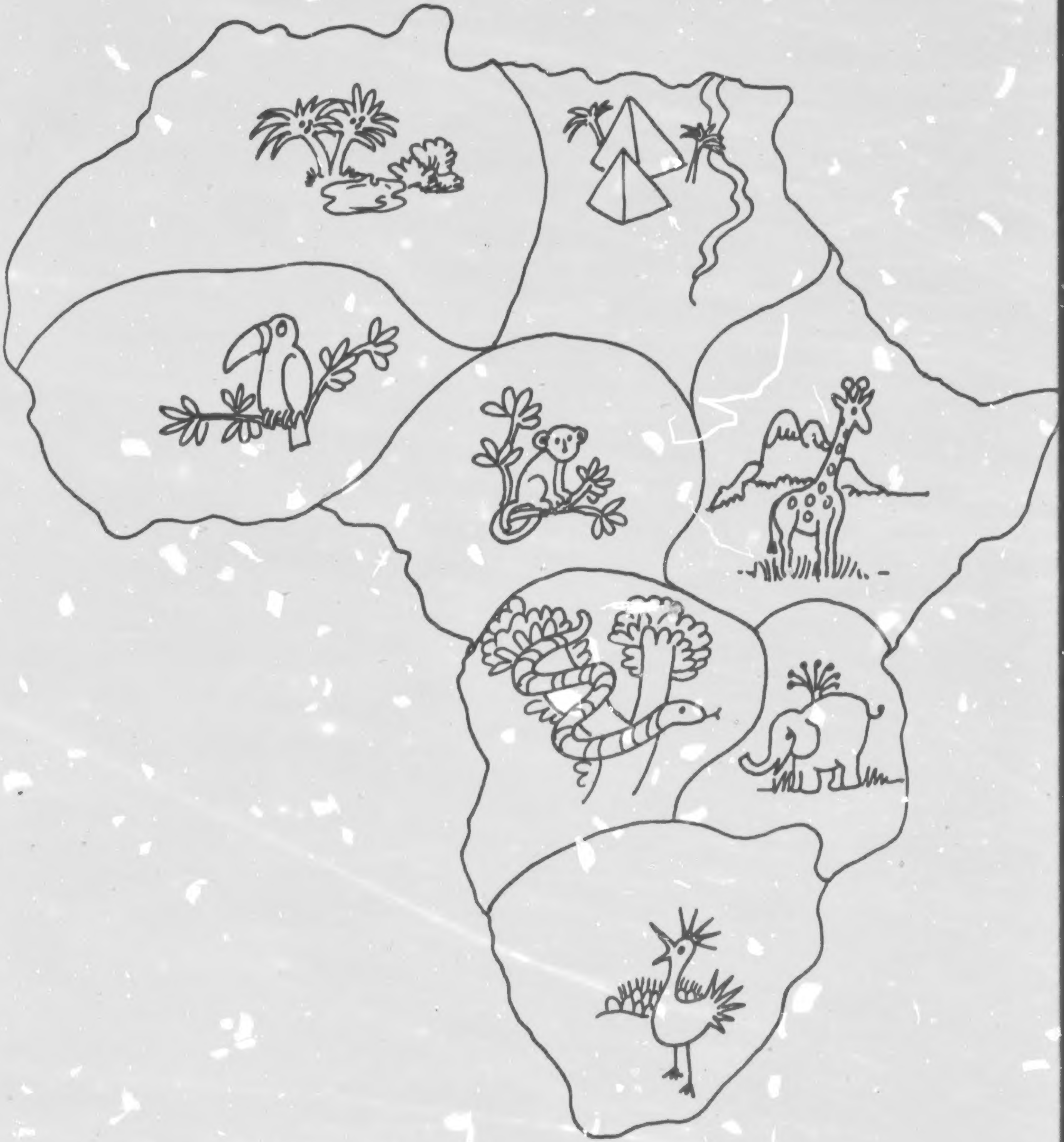
37

Cut-out Page



Hints for Parents

Here is an African folk tale your child might enjoy. After you read it to him, he may want to color the pictures at the end.

The Fox and the Spider

Once upon a time all the animals lived together. Nobody was afraid of anyone else, and Man was a good friend of all the animals, too. The fox and the spider were especially good friends. They often went to visit Man. One thing bothered them, though, and that was the chickens Man kept behind his house. Everytime Fox and Spider visited Man, they couldn't help thinking how delicious those chickens would taste.

One day Spider went to visit Man all by himself, but Man wasn't home. Spider heard the chickens behind the house and his mouth began to water. "Man isn't here," he said to himself. "Who would know if I took a couple of chickens home with me?"

So Spider sneaked into the chicken house and carried off two chickens. What a feast he had that night! There was just one problem. What could he do with all the chicken feathers that were left over? Whoever saw the feathers would know that Spider had stolen the chickens. It would mean the end of his friendship with Man.

Late that night Fox met Spider carrying a heavy sack. "What's in there?" Fox asked.

"Nothing" Spider answered, and he struggled to pull the heavy sack. But Fox knew that Spider was sneaky, and he asked and asked until finally Spider answered him.

"I shouldn't tell you," he said, "but the sack is full of meat and dough for making Man's favorite foods."

Fox's mouth began to water. "Please give me some," he begged.

"I'll tell you what," said the Spider. "Carry the sack for me, and I'll divide the food with you." The Fox agreed happily and started off with the sack.

A little later, Man passed by. "Good evening," he said to the Spider. "What are you doing here?"

Spider sighed. "I just saw Fox go by with a sack. I thought I saw some feathers sticking out, and I've been sitting here wondering where those feathers could have come from."

Man jumped up. He knew the feathers could only have come from his chickens. He ran up to Fox. "What do you have in there?" Man asked him.

"Only some meat and dough."

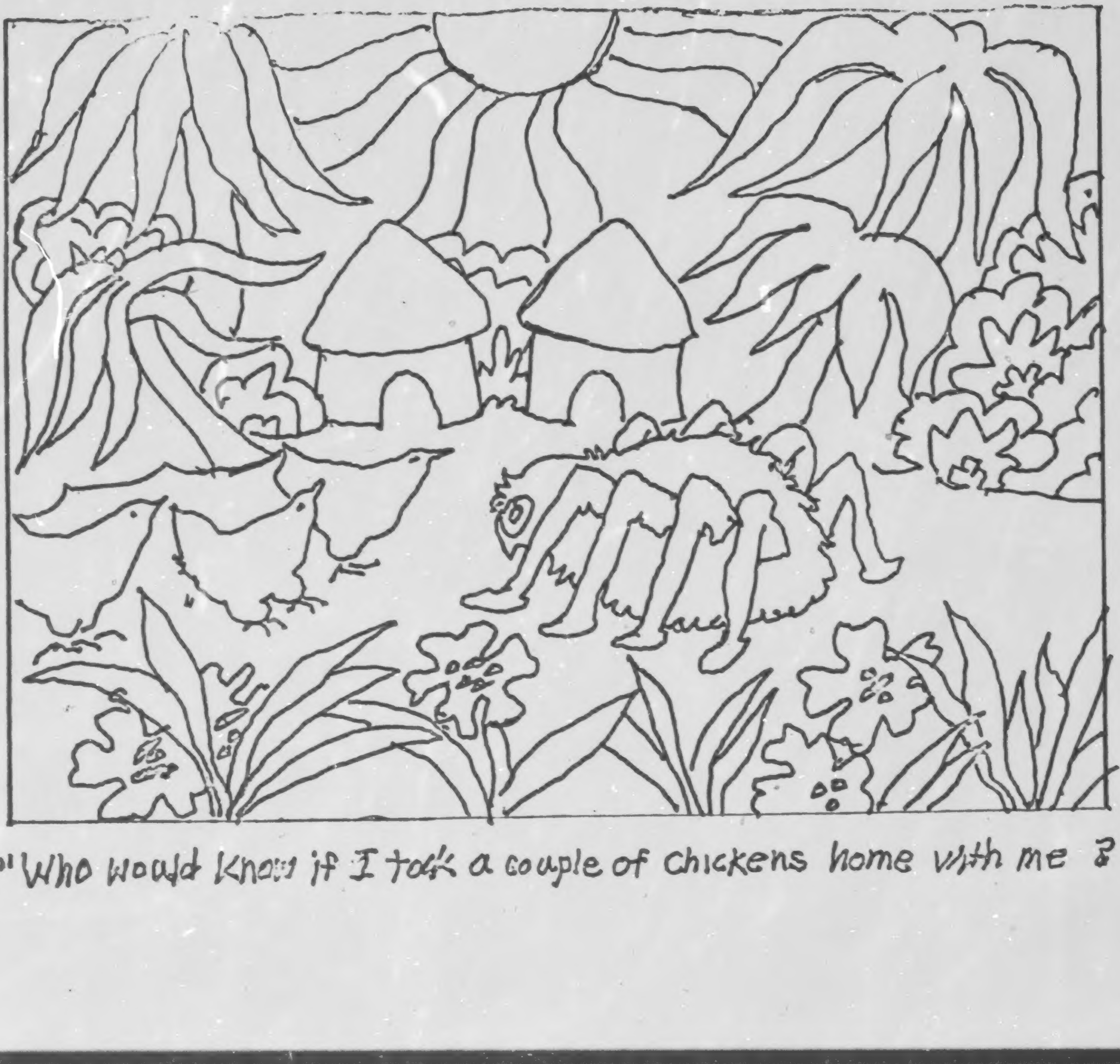
"Show me," man said.

Fox opened the sack. Imagine how surprised he was to see chicken feathers tumbling out!

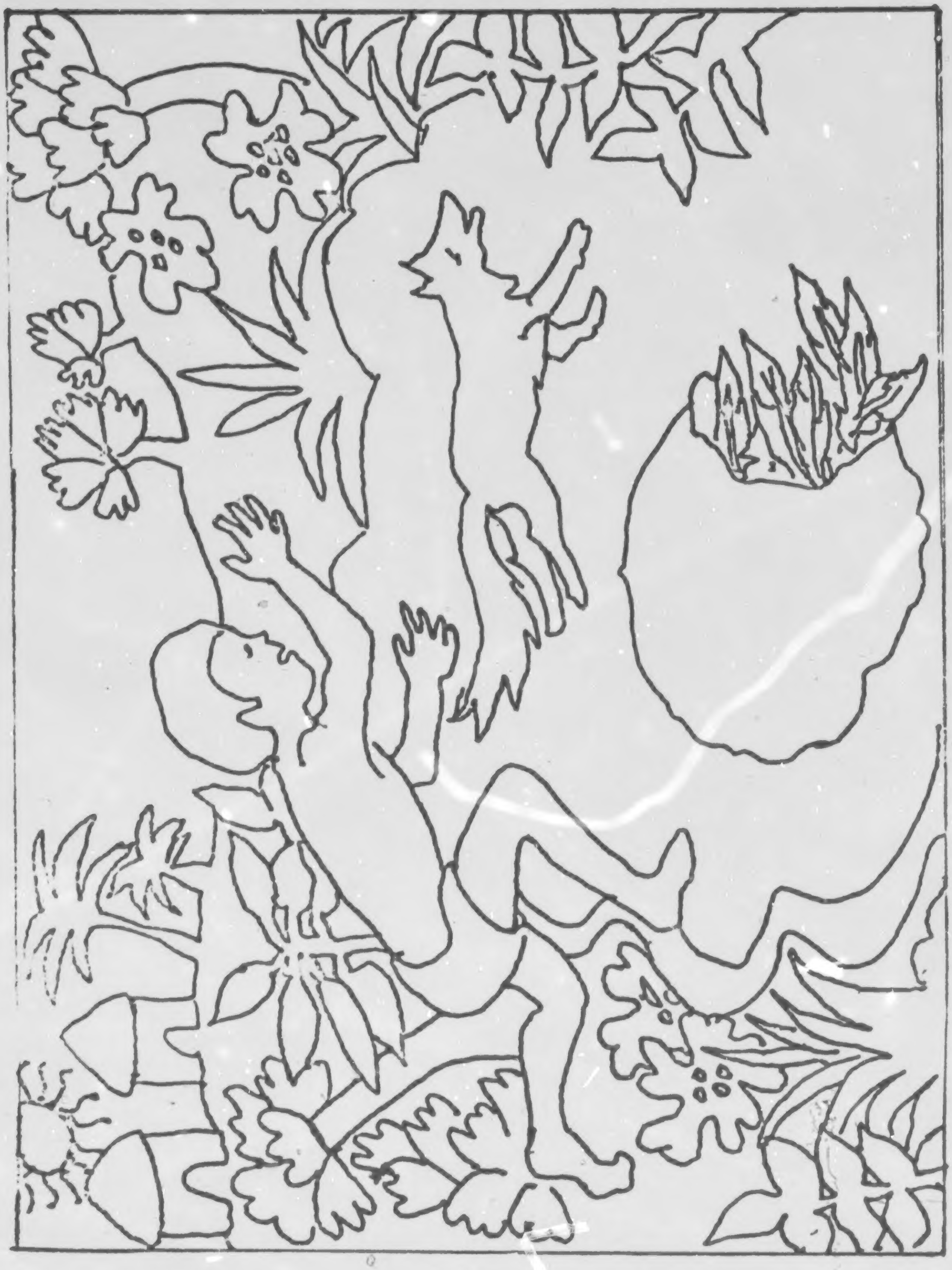
"Aha!" said Man. "You're a thief!" And he chased Fox as far as he could.

From that day to this, Man and Fox have never been friends, and Fox has never been a friend of Spider, either.

Included with this lesson are some pictures of the story your child might like to color.



"Who would know if I took a couple of chickens home with me ?"



And he chased Fox as far as he could.

LESSON THIRTY-EIGHT

Instructions

In today's lesson your child will get more practice with the letters B and S. Be sure to check his work carefully after he has finished. Make sure he really understands the idea of initial consonant sounds and can tell the difference between words that begin with B and S without any difficulty. If he can do this lesson correctly and easily, then he will be able to go on to the more advanced reading lessons that follow. If he has any trouble with the lesson, however, be sure to discuss his work with your Learning Helper before continuing with the next lesson.

What This Lesson Does

Reviews the letters B and S
Introduces the word small

Materials You Will Need

4 worksheets
Magic marker
Crayons

Taping

B. B. wants you to meet some friends of hers, (child's name). Get page one and you'll see who they are. . B E E P . . . Two bears, Big Ben and his sister Sonya. Ben is big, isn't he?. . . Is Sonya big?. . . . . No, Sonya's small. Big Ben and Small Sonya. Can you remember that?. . . Say their names after me. . . Big Ben. . (Pause). . . Small Sonya. . (Pause). . Ben and Sonya are always forgetting things. Sometimes they even forget what their initials are. Can you help them? . . . . Get your magic marker. . (Pause). . Put Big Ben's initial on his sweater. Do you know what it is?. . . What letter makes the sound Ben begins with?. . Say his name again. . Ben. . . Ben. . . What letter does Ben begin with?. . . (Pause). . . B is right! Write a big letter B on Ben's sweater. . B E E P . . .

What letter makes the sound Sonya begins with? Say her name again. Sonya. . . Sonya. . . What letter does Sonya begin with?. . (Pause). . . Did you say S?. . . Very good, (child's name)! Write the letter S on Sonya's sweater. . B E E P . . .

Now get page two. . (Pause). . What do you see?. . (Pause). . Two beds. Point to the big bed. . (Pause). . Point to the small bed. . (Pause). . Who do you think sleeps in the big bed?. . (Pause). . Big Ben, of course. But sometimes Ben and Sonya even forget which bed is which. Will you write Ben's initial on his big bed so he'll know which bed is his?. . B E E P . . . Now write Sonya's initial on her small bed, too. . B E E P . . . Thank you, (child's name). Now maybe Ben and Sonya will be able to find their own beds.

Get page three now. . (Pause). . What do you see?. . (Pause). . Two chairs. And would you believe? Ben and Sonya are always getting them mixed up too. Find Sonya's small chair. . (Pause). . Write her initial on her chair. . B E E P . . . Write Ben's initial on his big chair, too. . B E E P You're a great help to those two forgetful bears.

Ben likes to do B-things, when he can remember them. Would you like to do some B-things with Ben?. . . . Then get down from the tape recorder. . . (Long Pause). . . Ben likes to bend. You bend, too. Bend way over. . . bend. . . bend. . . bend. . . bend over so you touch your toes. . . bend. . bend. . .are you touching your toes, (child's name)?. . . Very good!

Sonya likes to do S-things. She likes to stretch. You stretch, too. Stretch your arms way above your head. . stretch. . . stretch. . . stretch. . . Stretch up. . . . now bend way over and touch your toes. . . . Stretch up. . . bend down. . . . Stretch. . . . bend. . . . stretch. . . . bend. . . . once more, stretch as high as you can. . . . and bend way over till you touch the floor. . . . Good work, (child's name)! Now go back to the tape recorder. . (Pause). .

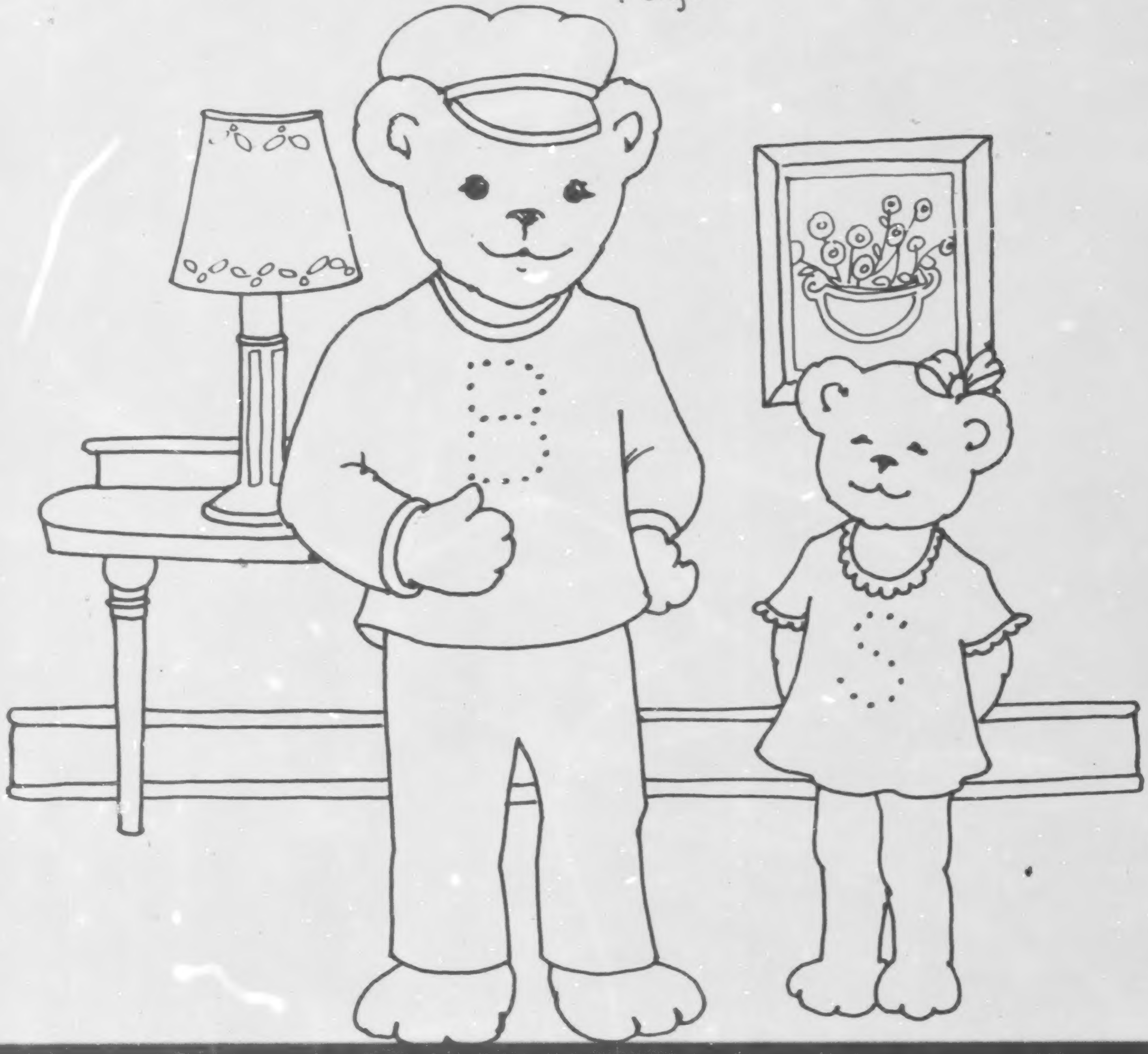
Goodness, I've never known anyone as forgetful as those two silly bears. They even forget which toys are theirs. Get page four and see. . (Pause). .

Those are some of Ben and Sonya's toys. Tell me what they are. . . (Long Pause). . Good. Let's say them together now. Point to each picture and name it with me. . . Balloons. . (Pause). . slide. . (Pause). . skates. . (Pause). . boat. . (Pause). . ball. . (Pause). . scissors. . (Pause). . bat. . (Pause). . Very good. I bet you could help figure out whose toys those are. Ben's things all begin with the letter B. What are they?. . B E E P . . . Did you say the b̲oat, the b̲at, the b̲all and the b̲alloons? Good thinking, (child's name). Ben's favorite color is blue, so color all Ben's B-things blue. . B E E P . . . . All Sonya's things begin with S. What are they? . . (Long Pause). . . Sonya's favorite color is red, so color all her things red. . B E E P . . .

Very good work, (child's name). I hope we straightenend out that silly bear family! B E E P . . .

37.1

Page 1



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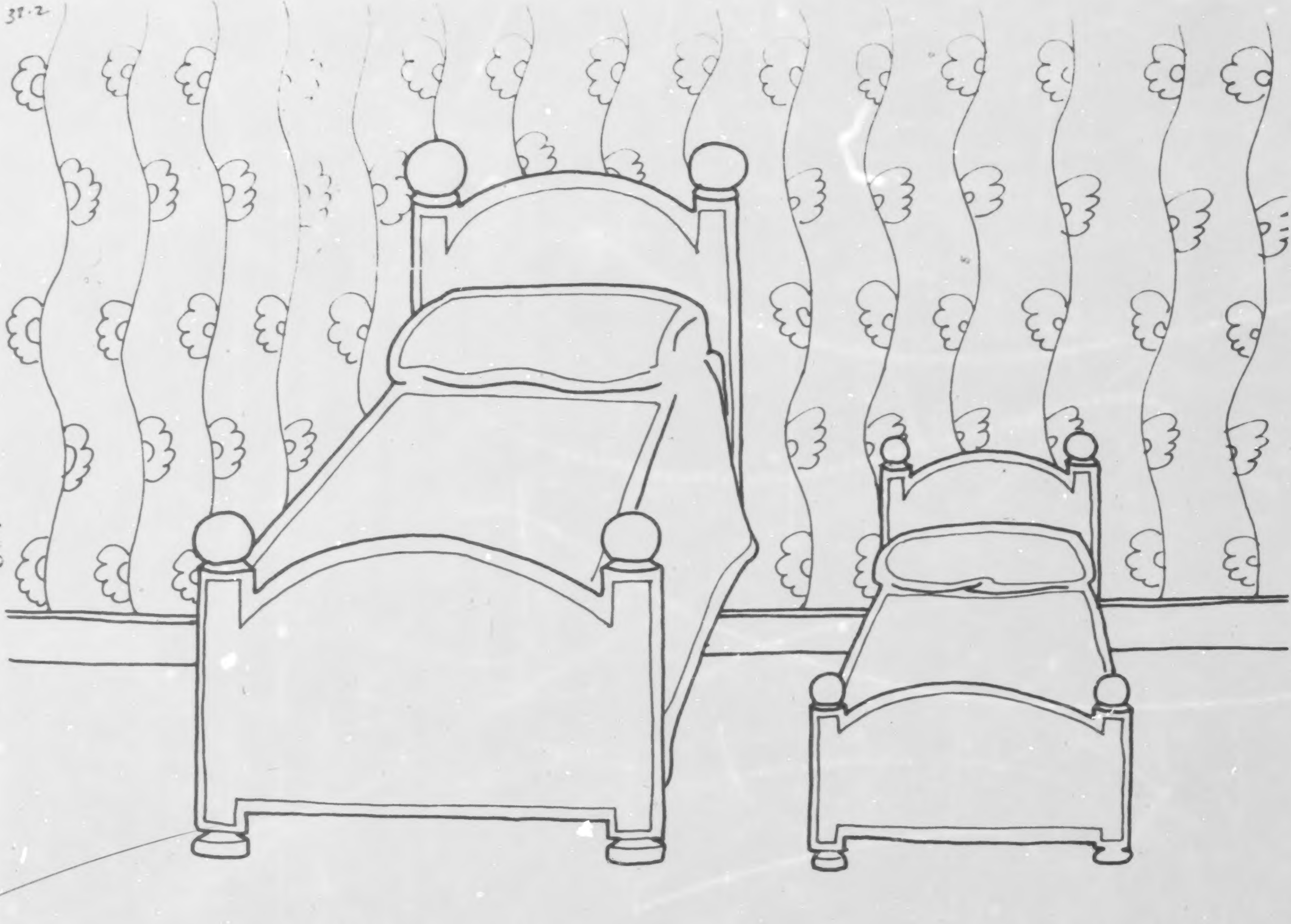

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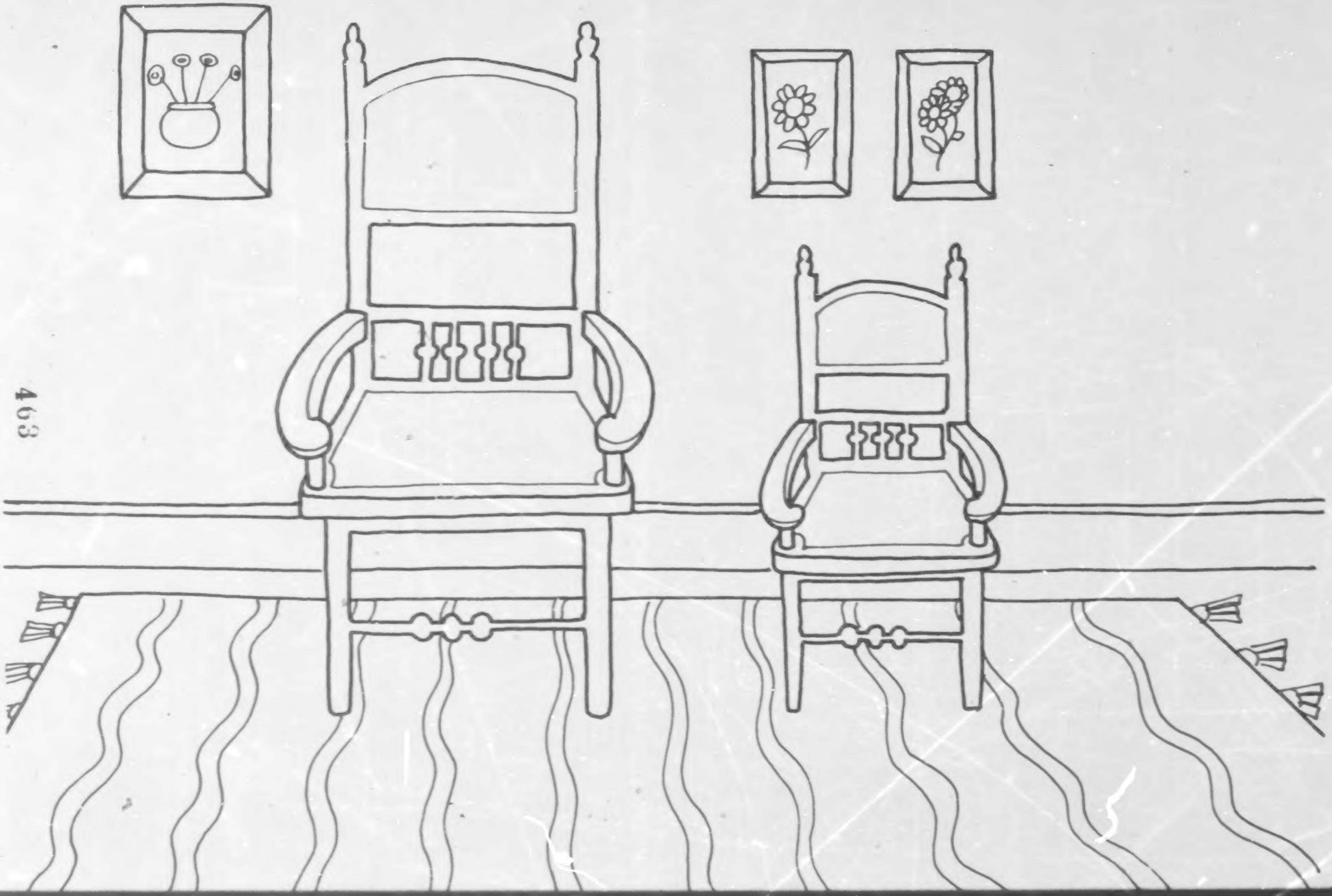

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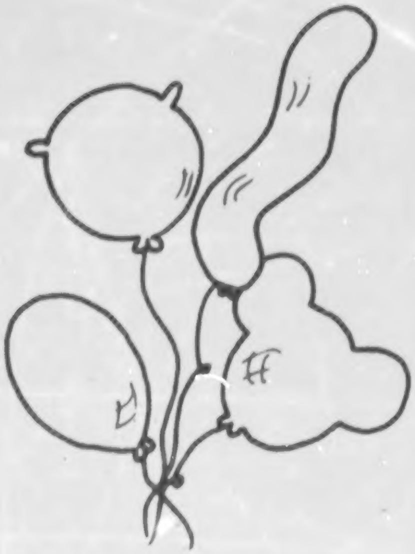

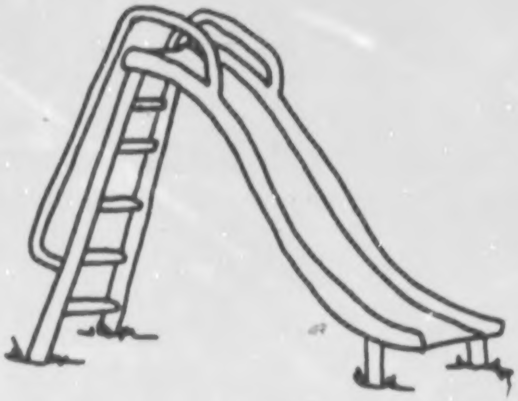

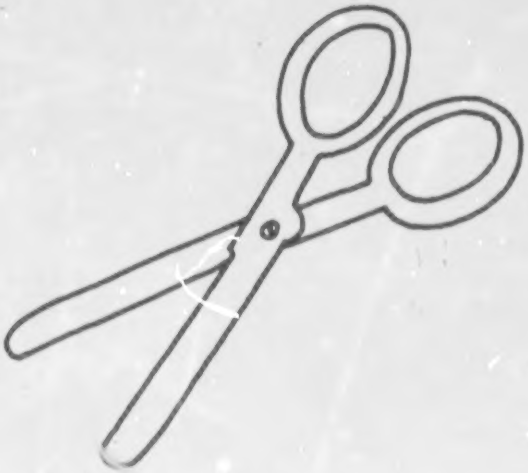

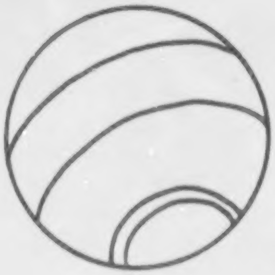

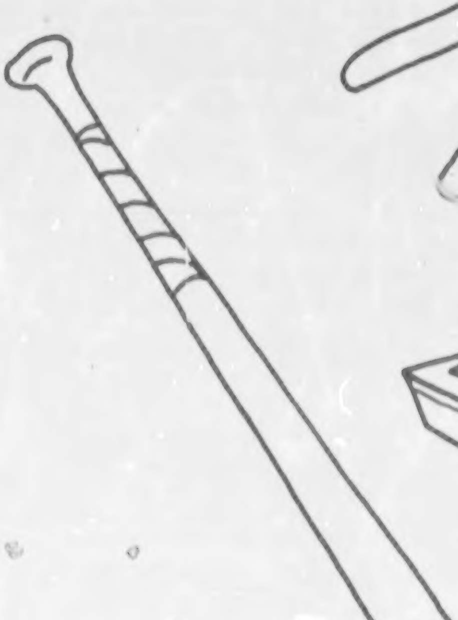

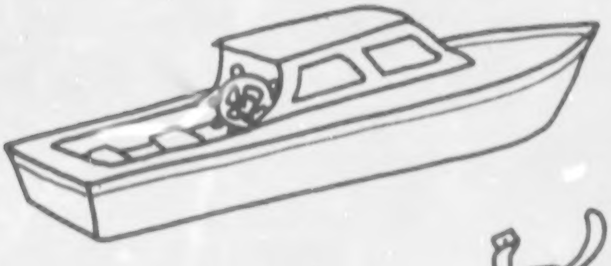

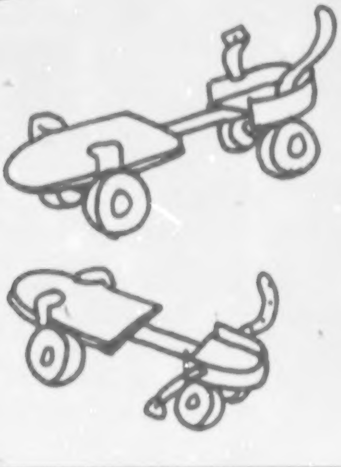

LESSON THIRTY-NINE

Instructions

In today's lesson your child will meet a new letter and its sound - the letter M. Just as with B and S, it will help your child learn more quickly if you can practice the new sound with him several times during the day.

You probably never thought about it, but M is the first letter of one of the most important words your child uses. It's the word he calls you - Mother, Mommy, or Mom. Or perhaps your child has a different name for you. Whatever it is, that one word is a very important one to him, and a word he will want to learn.

You will notice that there are four pages, one of them blank, all numbered page two. If your child calls you Mother, keep the page that says mother and don't use the others. If your child calls you Mommy or Mom, use only that page. If your child calls you something else, write it on the blank piece of paper, the same way the other names are written - once in regular letters and once in dotted letters. Use one of the other sheets as a guide, then discard the other pages.

When you are taping the lesson, be sure to change the wording wherever it is necessary. You will want to use the same word on the tape that you child calls you, the word you have chosen for his worksheet.

Materials You Will Need

Magic Marker
Crayons
4 worksheets (as explained in the instructions above, there are 4 page 2's included. You are to use one and discard the others)

Taping

Are you ready for some make-believe today, (child's name)?. . (Pause). . Good! Here is what we'll do. Close your eyes and pretend you're at a birthday party. I am going to cut a piece of

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that yummy chocolate cake and you take a big bite. MMMMMMM, that's good, isn't it? Say it with me: MMMM. . (Pause). . MMMMM. Keep your eyes closed because now I'm putting some make-believe ice cream beside your cake. MMMMM, that's even better. Help me say it: MMMMM. . (Pause) . . MMMMM. . (Pause). . MMMMM. . (Pause), delicious!

You made very good mmmm sounds with your lips tight together. Now take out your worksheets and look at page one. Do you see that big letter? . . (Pause). . It's called an M and it makes the sound you just made so well at your make-believe party - MMMMM. Say it with me again: MMMM. . (Pause) . . MMMM. . (Pause). . Now take any crayon you want and color that big letter that says MMMM. . BEEP. .

You colored that letter that says MMMM very well, (child's name). . Now I am going to say some words that begin with M and you be a copycat. After I say the word, you say it too, with lots of MMMMM at the beginning of each word. MMMonkey. . (Pause). . MMMilkshake. . (Pause). . . MMMystery. . . (Pause). . . MMMustard. . (Pause). . . MMMickey. . (Pause). . MMMouse. . (Pause). . MMMumps. . (Pause) . . Were you a good copycat? . . (Pause). . I thought so. Now find page two of your worksheets. .BEEP. .

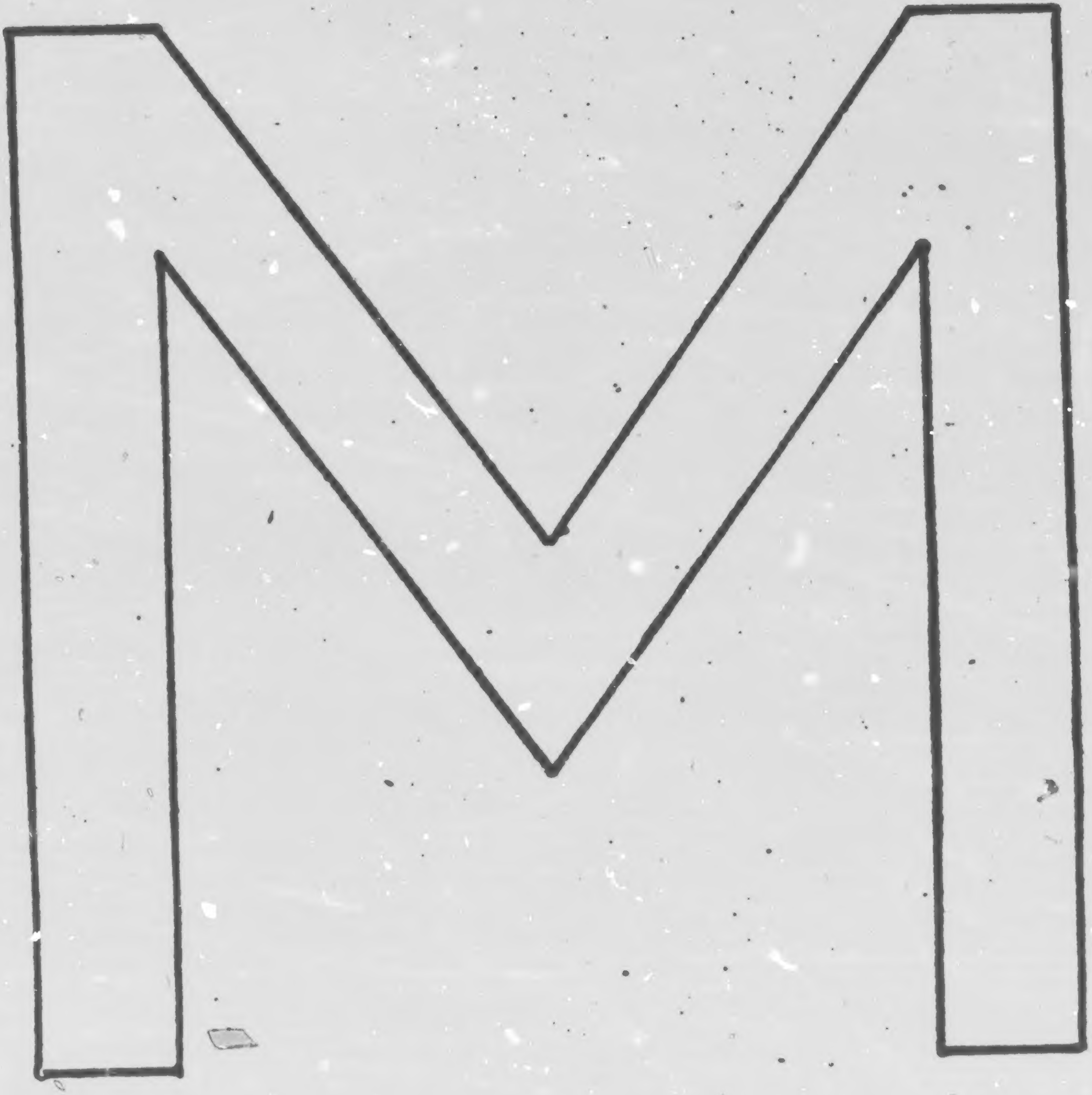
NOTE: Not to be put on the tape: In the following section, every time you see (Mother, Mommy, Mom) read just one word you have picked to use in this game. If it will help you remember, go through the script first and cross out the words you will not be using.

On this page is a very important word for you to learn. You say that word lots of times every day, and it begins with the letter that says MMMMM. Can you guess what that word says? I'll give you a hint. It's what you call somebody in your family. Can you guess now? . . (Pause). . If you said (Mother, Mommy, Mom) you were correct. Point to each letter in the word (Mother, Mommy, Mom) as I name them. Begin with the capital letter M on the left hand side of the page. Next comes the letter O, then the letter . . (continue spelling the word you are using with your child). Now let's do that again, and this time you name the letters as you point to them. (Spell the word slowly again.) Very good, (child's name). Underneath the word (Mother, Mommy, Mom) that I wrote is the same word, but all the letters are in dots. Do you know how to finish those letters to write the word (Mother, Mommy, Mom) one more time? . . (Pause). . Take your magic marker and connect the dots to finish the word (Mother, Mommy, Mom). . BEEP. . Underneath the word (Mother, Mommy, Mom) that you just wrote there is room for you to write the word (Mother,Mommy, Mom) all by yourself. See how nicely you can write the word (Mother, Mommy, Mom) one more time at the bottom of the page. . BEEP. .

Now how about some exercises? Today we're going to march, because MMMarch begins with our new letter M. Say the word with me as you march around the room: (rhythmically) . . March, March. . (Pause). . March, march, march. . (Pause) march, march. . (Pause). . One more time, do it like a band: March, march. . (Pause). . march, march, march. . Now sit down and take a deep breath. . (Pause). . Now look at page three. . BEEP. . Do you see the two letters at the top of the page? . . (Pause) . . They both say MMMM, but I left one of them for you to finish, so take your magic marker and connect the dots to make the letter M. . BEEP. . Are you ready for another copycat game? . . (Pause). . Good. Look at your page and touch the picture in box one. I'll name it first, then you say it after me. Mittens. . (Pause). . Touch the picture in box 2. . (Pause). . Mop. . (Pause). . Touch the picture in box 3. . (Pause). . Mountain. . (Pause). . Touch the picture in box 4. . (Pause). . Moon. . (Pause). . Touch the picture in box 5. . (Pause). . Monkey. . (Pause). . Touch the picture in box 6. . (Pause). . Mask. . (Pause). . Now tell me, what sound did all these words we just said begin with? . . BEEP. . Did you say MMMMM? If you did, you were absolutely correct. They all began with the MMMM sound, that the letter M makes.

Now look at page four. . . BEEP. . Here is another mystery word game for you to play. It will be easy if you listen very carefully when I say the mystery word. It's marshmallow. Can you hear the sound the word begins with: mmmmarshmallow. Now see if you can find the word that says marshmallow on your page. Draw a big circle around the mystery word, marshmallow. . BEEP. . That's the end of your lesson for today, (child's name), unless you'd like to color in some of the pictures on page 3. You did fine work, keep it up!

Page 1



Page 2a

Mother

Mother

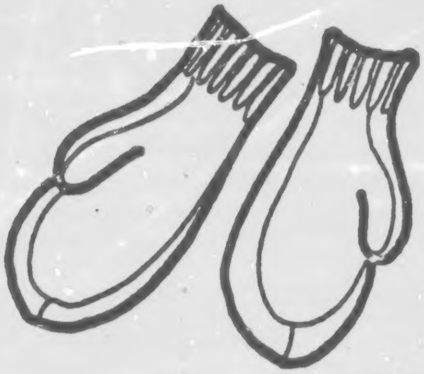
Mom

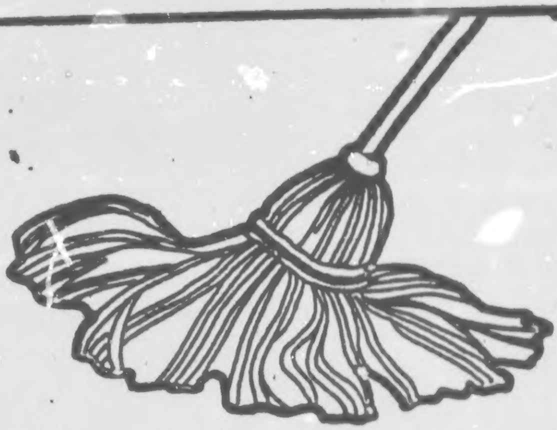
Mom

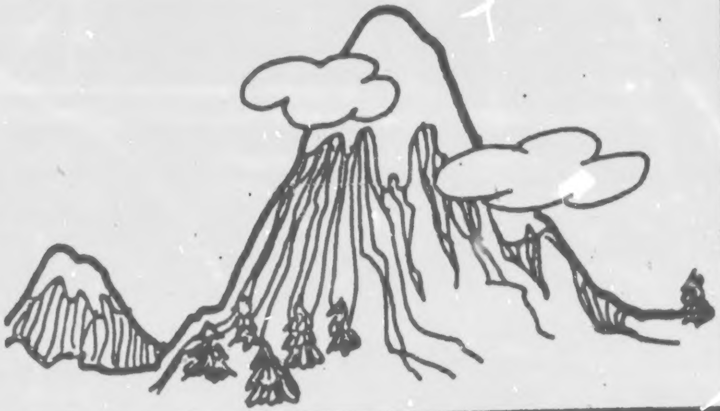
Mommy

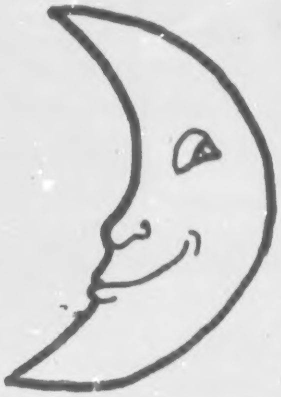
Mommy

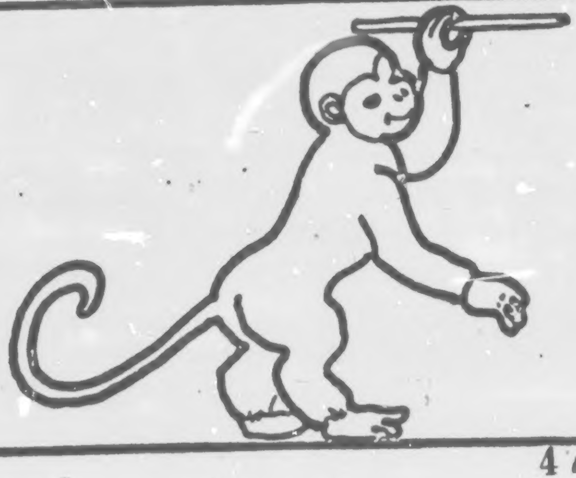
M m

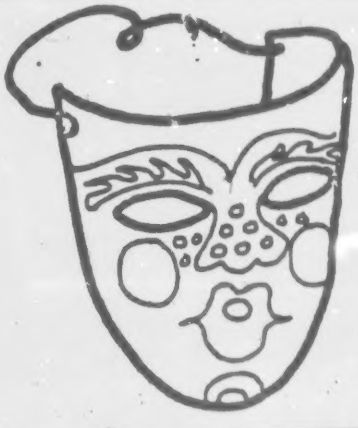












Brother
Marshmallow
Sister

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Reading Lesson 40

Instructions

Today's lesson is a review of the new letter, M, that your child learned about in the last lesson.

The last exercise is a listening game to check whether your child can pick out words that begin with the letter M. He is asked to call you to watch him play the game at that point on the tape. It is important for you to observe this exercise to see if he can do it correctly, since this game is oral, rather than written. If your child has any trouble picking out the words that begin with the M sound, you can help by playing similar rhyming games with him, until he can pick out the M words easily and accurately. This game can also be used to help him remember other letter sounds that come at the beginning of words. It is fun for the other children in the family to play, too.

Materials You will Need

5 worksheets
Magic marker
Crayons

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Taping

I'm in terrible trouble. Can you help me? .. (pause) .. I want to sing a song, but I forgot the words. What should I do? .. (pause) .. Did you tell me to sing it without the words ? .. (pause) .. What a good idea! That's just what I'll do. I'll hum my song. Will you hum it with me? (Hum "Mary Had a Little Lamb" or some other short song that your child knows and likes).

Thank you, (child's name), for helping me. When we hummed together, what sound did we make? B E E P If you said MMMM, you were correct. And do you remember what alphabet letter always makes that sound - MMMM? .. (pause).. Turn to page one and you will see it. B E E P

That's the letter M that you learned in your last lesson. Let's hear you make the sound the letter M makes, nice and loud. B E E P Very good. Now turn to page two. B E E P Here are some marbles. Can you guess why the marbles have the letter M in them ? .. (pause) .. What letter does the word marbles start with? .. (pause) .. Listen .. MMMarbles. B E E P If you said the letter M that says MMM, you were correct. Now take out your crayons and finish all those dotted letter M's for me. Make each letter M a different color. B E E P And now draw some more letter M's in the empty marbles. B E E P Now turn to page three. B E E P

Have you seen that page before? .. (pause) .. Of course, those are the pictures we named in our last lesson . What sound do all those things begin with? B E E P If you said MMMM, you were correct. Today I want you to say each word again, and listen very carefully to the sound MMMM each word begins with. Touch box one and say MMMittens ..(pause).. Now take your magic marker and write the letter M beside the mittens. B E E P Now touch the picture in box 2 and tell me what you see. BEEP If you said a mop, you were correct again. Write the letter M beside the mop. BEEP Now touch the picture in box 3 and say what you see. BEEP If you said mountain, you were correct. Write the letter M beside the mountain. BEEP Touch the picture in box 4 and name it. BEEP I'm sure you said moon, so write the letter moon begins with beside the moon. BEEP Now touch box 5. What do you see? BEEP If you said a monkey, you were correct again. Write the letter M beside the monkey. BEEP And now point to the picture in the last box and tell me what you see. BEEP If you said a mask, you were correct, so put another M in the last box. BEEP If you named all those M-words correctly, give yourself a big star at the top of the page. BEEP Now turn to page four. BEEP

Can you guess who this is? ..(pause).. It's someone in the bear family that we haven't met before. Who do you think it is? (BEEP) If you said Mother Bear you were correct, and her name - Mother - is on her apron. Yes, Mother Bear is forgetful too, just like the rest of her family. That is why she always wears that apron with her name - Mother - on it.

Do you know what Mother Bear is doing in that picture? ..(pause).. Mother is mopping. She's mopping up the mess her children made.

Now turn to page five. BEEP

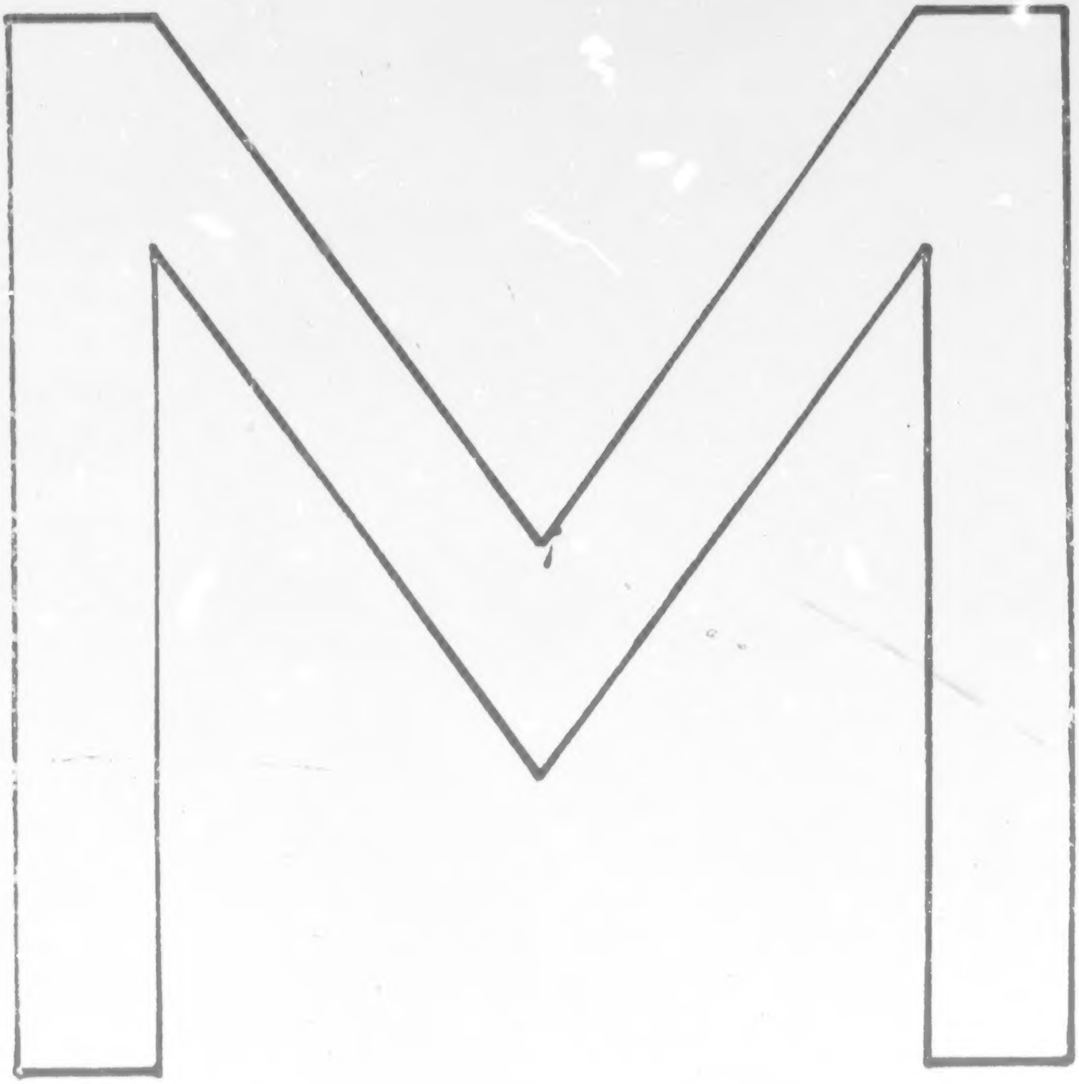
Here is Mother Bear in the kitchen, and she's looking for her favorite things. Mother Bear's favorite things all begin with the sound MMMM. See how many things you see in the picture that begin with MMMM. First name all the things you see in Mother Bear's kitchen - nice and loud. Listen very carefully to the sound each word begins with. If it starts with MMMM, draw a line from that M-thing to Mother Bear. See if you can find five things that begin with the sound MMM. B E E P I'm sure you found Mother Bear's mmmop. Did you also find her mmmixer and the mmmeat and the mmmilk? .. (pause) .. And did you see that little mmmouse in the corner, too? ..(pause) .. If you found all of the things that begin with the letter M then give yourself a big star at the top of the page for doing such good work. B E E P

You know, you've been working very hard. Let's stop and do a little marching together. Stand up straight and tall. Ready ... set ... go. (Very rhythmically). March, march .. (pause) ... March, march, march .. (pause) .. March, march ... march, march march .. .. (pause) .. come on now, say it with me: March, march ... march, march, march .. (pause) ... March, march ... march, march, march ..(pause) .. Very good, (child's name). Now take a deep breath and sit down.

I have one more game for you to play but this time I want to watch you play it so call me when you're ready to begin. B E E P

This is going to be a rhyming game, so you'll have to listen very carefully. I'll say two words that sound alike and you say them after me. Listen to these rhyming words: Meat ..(pause).. Seat. Now you say them .. (pause) .. Now say those two words again and this time see if you can pick out the one that begins with the sound MMMM. B E E P If you said meat, you're correct. Get the idea? .. (pause) .. Okay, then here we go with some more rhyming words. Spoon .. Moon .. Say them ..(pause).. Which one begins with MMMM? B E E P If you said moon, you were correct again. Very good. Now here are two more rhyming words: Man ... fan .. Say them..(pause) .. Which begins with MMM? B E E P If you picked man that was very good. Now say these two rhyming words: Bunny ...

money ..(pause) .. Which begins with MMM? B E E P Did you say money? If you did you were correct again. Now try these two rhyming words: Mix ... six ..(pause) .. Which begins with MMMM? B E E P If you said mix, you were right again. You're getting very good at this game, (child's name). But there's one more. Maybe I can fool you this time. Say mend .. bend ..(pause) .. Which begins with MMMM? B E E P If you said mend, you were absolutely correct. I couldn't fool you, could I? I hope you liked that rhyming game, because we'll play it some more in another lesson. That's all for today, (child's name) but if you like, you can go back to page 4 and color the picture of Mother Bear.



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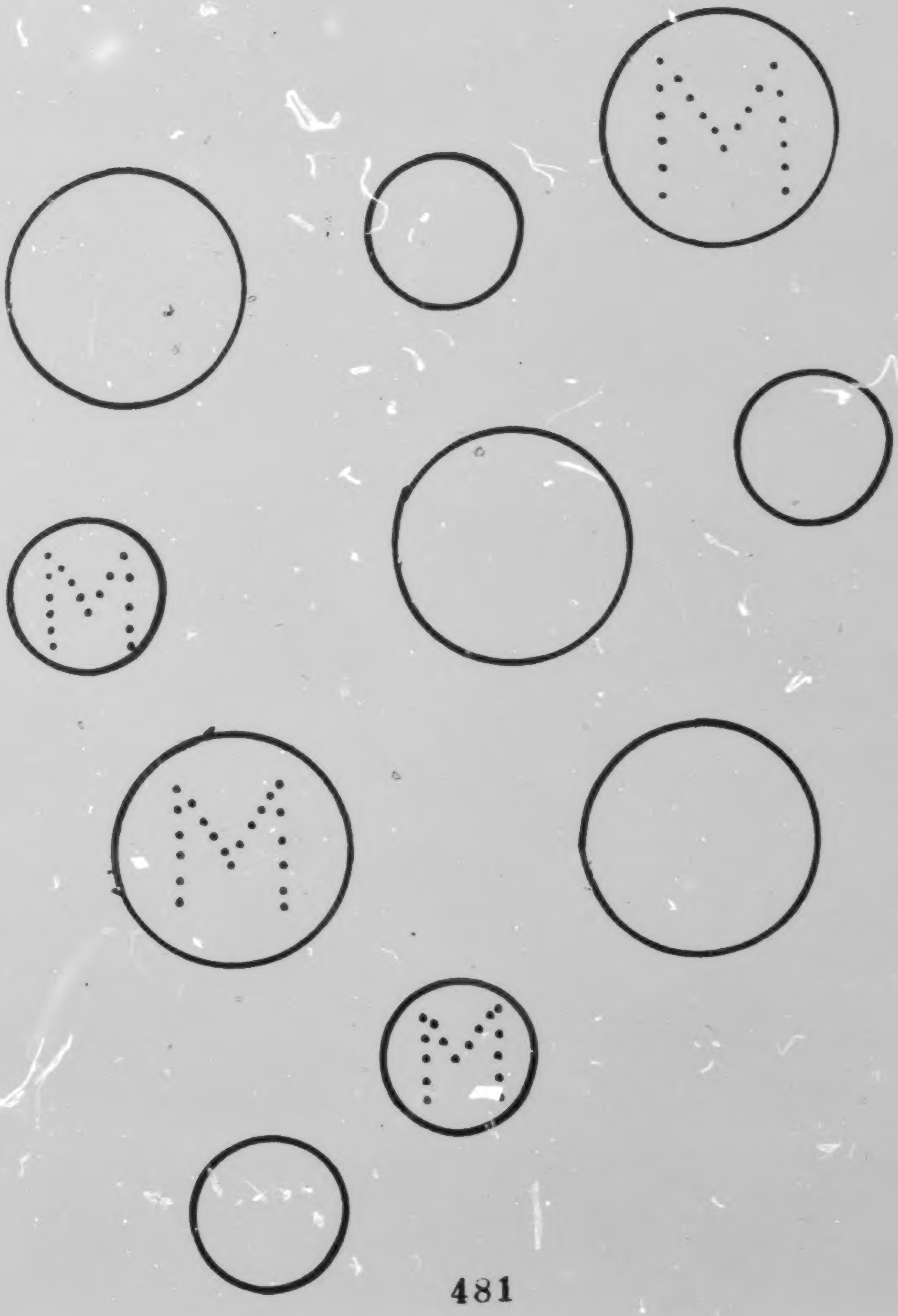
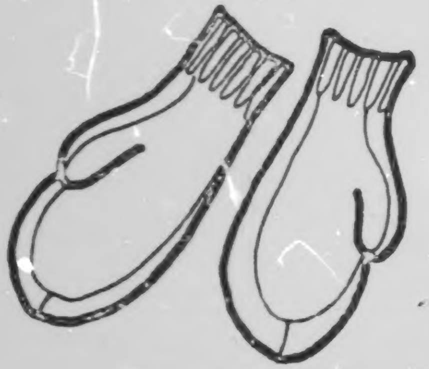
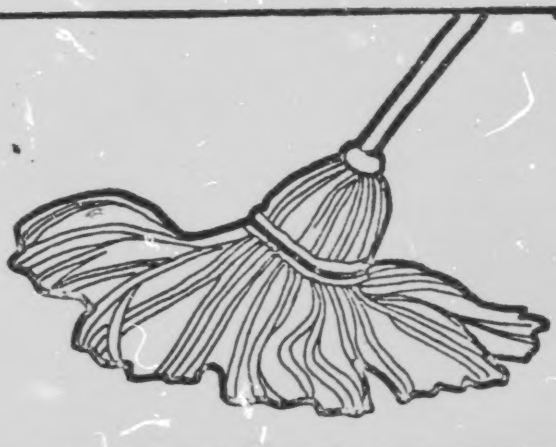


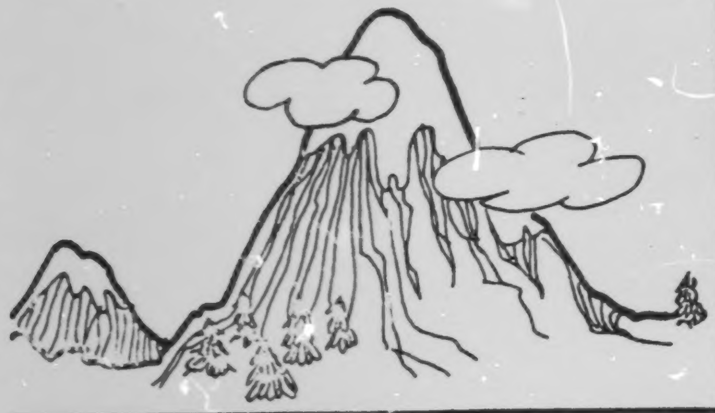
40-3

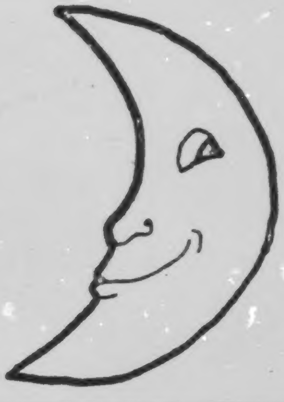
Page 3

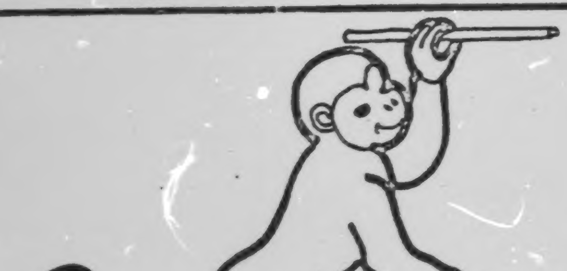
M m

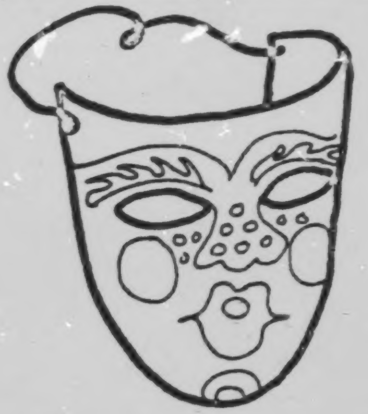












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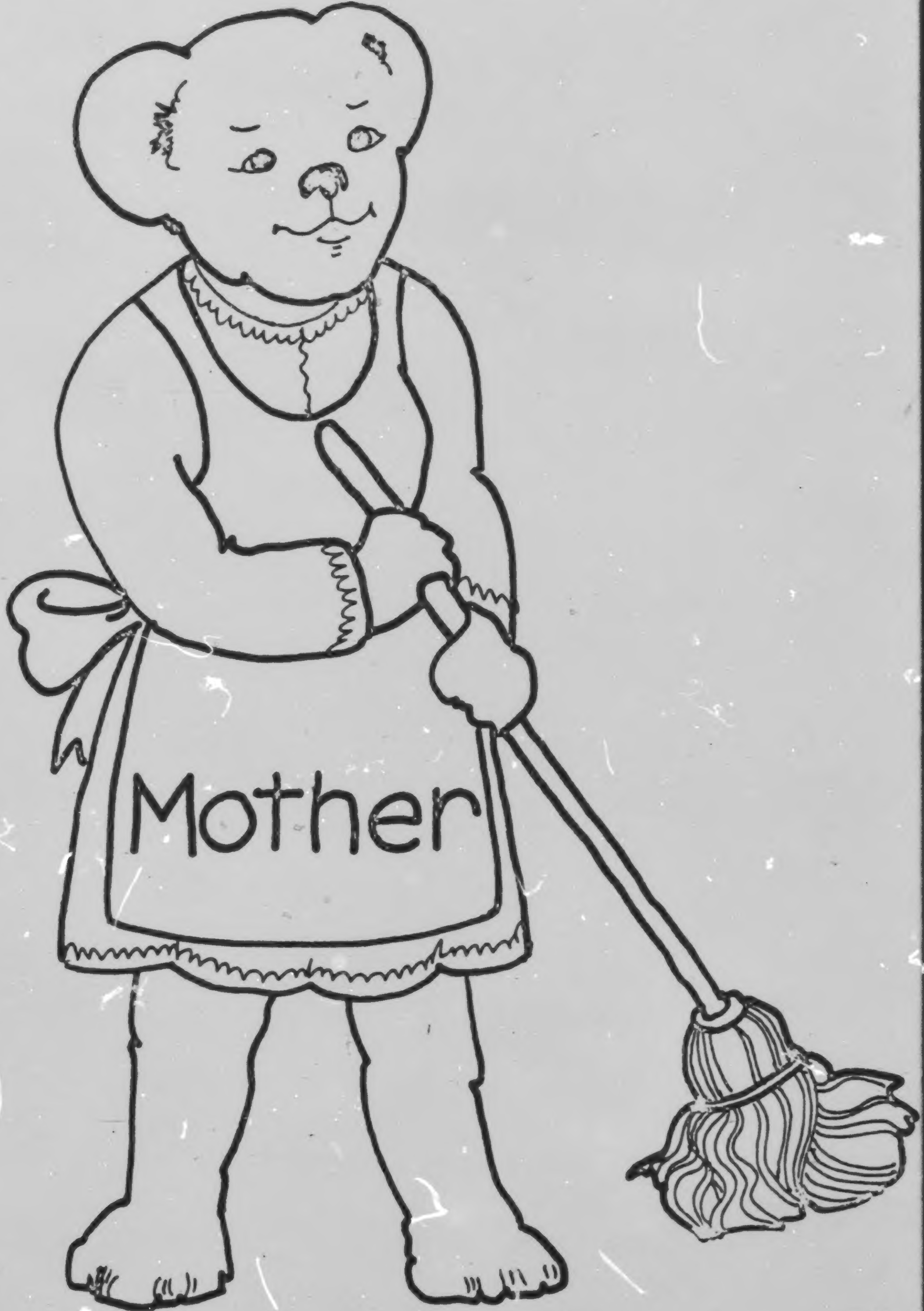

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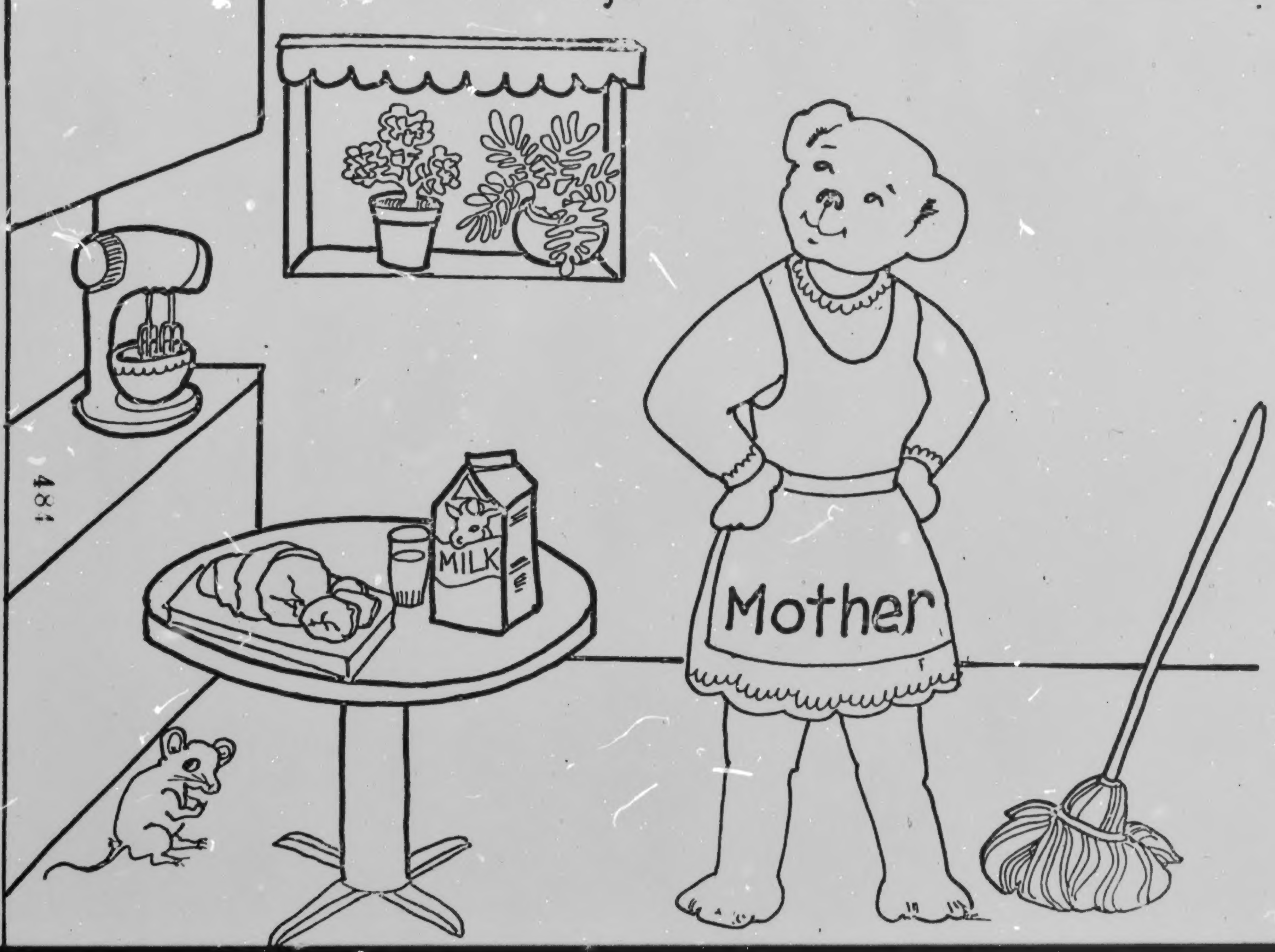
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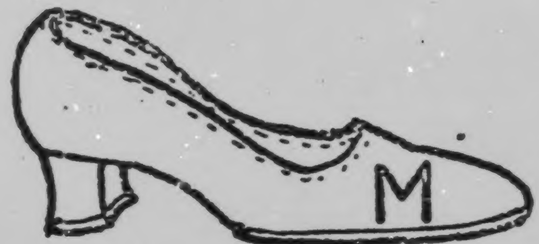
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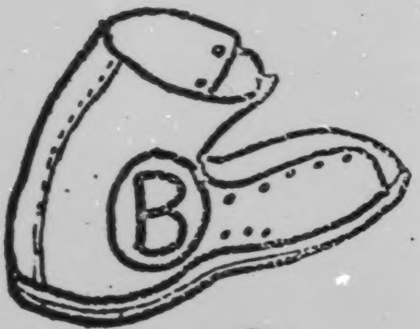
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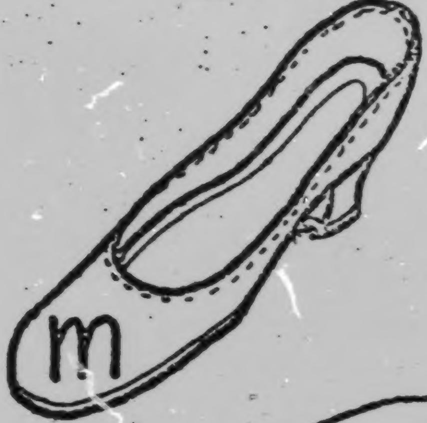
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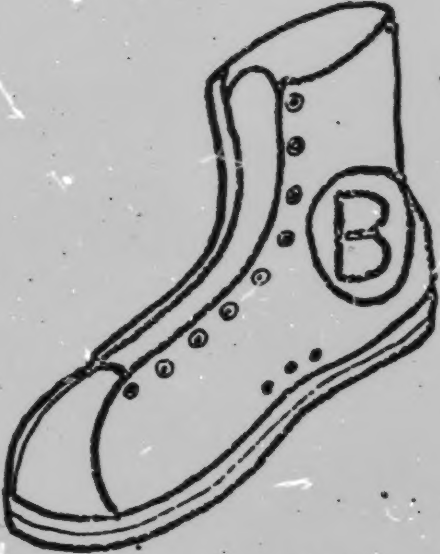
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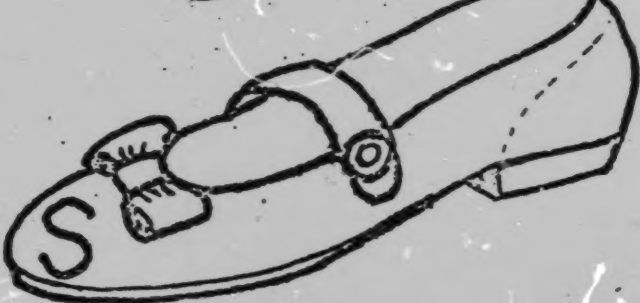
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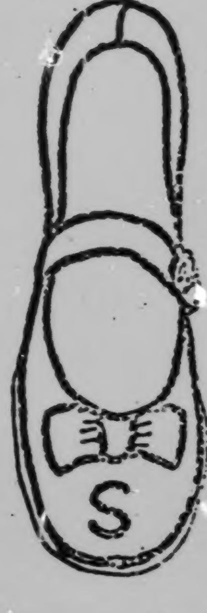
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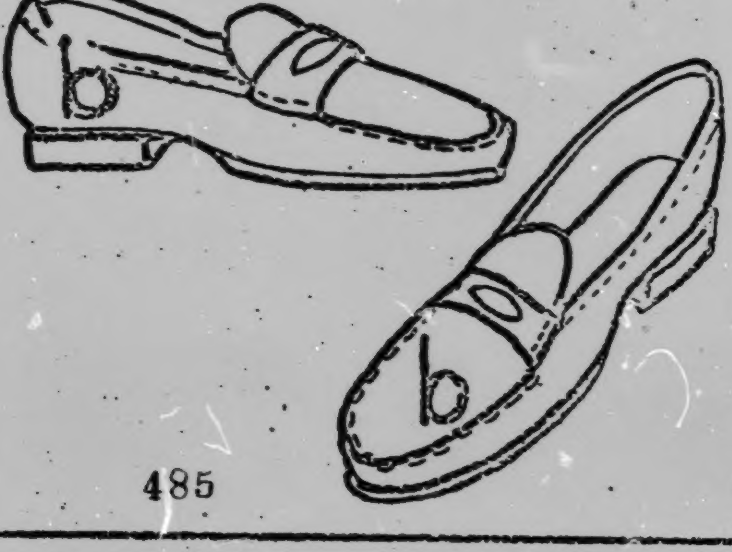
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Lesson 41

Instructions

This lesson reviews the letters B, S and M, and their sounds. It is important to check your child's understanding of the sound each letter makes.

Until now, in these lessons, only capital letters have been used. This was done so your child would not be confused by too many new ideas at once. Your child may already know about both the capital and lower-case forms of the alphabet letters. If he does not, he will meet them in today's lesson. You may want to help him learn the new lower-case letters by having him practice drawing them on the back of his work sheets. Be sure to emphasize the fact that although the letter has a new shape, its sound remains the same.

Materials You Will Need

4 worksheets
Magic marker
Crayons

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Taping

I wonder, (child's name). Can you climb a tree without failing? I hope so because, if you can, I'm going to ask you a favor. Take out your worksheets and look at page one. B E E P See my beautiful apple tree? The only trouble is, the apples have no color, just alphabet letters on them . Could you climb up the tree and fix them? Now listen carefully and I'll tell you what to do. There are three apples in the tree with a letter that says SSSS. Can you find those three apples that say SSSS and color them red? B E E P Now I see three more apples up there with the letter that says buh-buh-buh. Can you climb up there once again and color those buh-apples green? B E E P Goodness, there are still more apples left in the tree. How many, do you think? B E E P Three, that's correct. And what letter do they have on them? B E E P If you said M you were correct. Will you climb up the tree one more time and color all those M-apples yellow? B E E P

You're a good, careful tree-climber and you've made my apples much better. You can come back when they're ripe and have some. Now look at page two. B E E P

I am going to tell you a little story. Look at the page and listen. Once upon a time there were three houses, and in each house lived some alphabet letters. The top house was called the buh house, because two letter B's lived in it. There's capital B and lower-case B. Do you see them? ..(pause).. The only sound those two letters ever made was buh, buh, buh. Now the middle house was called the ssss house, because two letter S's lived in it. Do you see capital S and lower-case s in the middle house? ..(pause) .. The only sound those two S's ever made was ssss. The bottom house was called the mmmm house, because there were two letter M's living in it. Do you see capital M and lower-case m in the bottom house? The only sound they ever make is mmmm.

41-2

Let's go and meet all those letters. First let's visit the buh-house. Touch capital B on the left side of the house and lower-case b on the right side of the house. You can say, "How do you do?" if you like, but the B's won't answer with a "How do you do" No, they won't. The two B's only make one sound. Do you remember what it is? Go ahead and say it ..(pause) .. buh, buh, buh. Now let's visit the S-house. Touch capital S on the left side of the house. Now touch lower-case s on the right side of the house. The two letter S's only make one sound. Can you make it too? ..(pause) .. ssss, that's right. Now look at the mmm-house. Touch capital M on the left side of the house. Touch lower-case m on the right side of the house. Then make the sound the letter M makes - mmmm

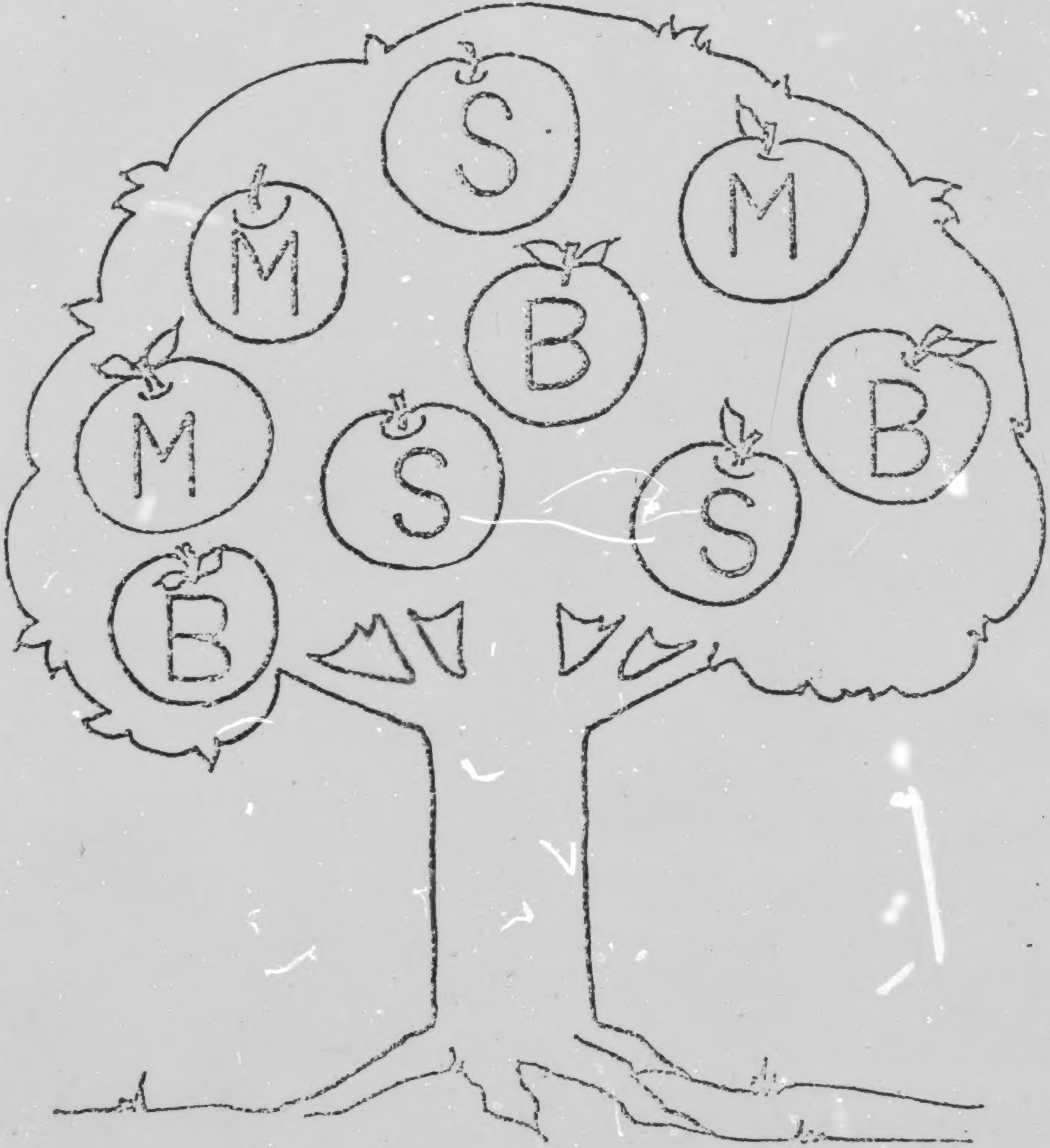
Do you know what happened one day on the street where the letters live? The ice-cream truck came by, ringing its bell loudly. Those alphabet letters couldn't say very much, but they certainly liked ice cream. They came running out as fast as they could. Take out page three and look at them. BEEP Those silly letters came running in such a hurry, they didn't even finish getting dressed. Take your magic marker and connect all the dots so those letters look finished. BEEP Whew! You were a big help, but now look what else has happened. When they ran out, they got all mixed up, and now the capital letters are separated from their lower-case letters. Can you help them some? Take your magic marker and draw a line from the capital letter B to the lower-case letter b. BEEP Now find capital S and lower-case s and tie them together, too. BEEP Now find capital M and and lower case m and tie them together. Otherwise they might all go back in the wrong house. BEEP On boy, it's a good thing you were here to help.

Now it's time for some exercises. Do you know what we're going to do? We're going to run after the ice cream man just like the alphabet letters did. I'll sing while you run

41-3

around the room. Ready? (to the tune of "Here we go round the Mulberry Bush" or any other tune.) Here we go chasing the ice cream man, the ice cream man. Here we go chasing the ice cream man, so early in the evening. (Repeat several times). Very good, (child's name). Now sit and rest for a moment. B E E P Now, if you have your breath back take out page four of your worksheets. B E E P.

Oh dear! It's those forgetful bears again. This time they've lost their shoes, and they need your help to find them. Here are four pairs of shoes, but they're mixed up. Those alphabet letters in the shoes will help you find the ones that belong to Ben and Billy and Sonya and Mother Bear. Mother's shoes have the letter on them that her name begins with - MMMother. Can you find Mother's two shoes and color them her favorite color - yellow? B E E P Baby Brother Billy's two shoes have the letter on them that his name begins with. Can you find the letter that says - buh, buh the way Billy does? It can be a capital letter or a lower-case letter, but make sure it says buh. Color Billy's two shoes brown. B E E P Now can you find Sister Sonya's two shoes? They both have the letter onthem that Sonya's name begins with. Color Sister Sonya's two shoes her favoriate color - red. B E E P Now there are just two shoes left. Can you guess whose they are? Those two shoes with the letter B on them belong to our good friend, Ben. He'd be very happy if you would color his shoes his favorite color - blue. B E E P And that's all for today (child's name).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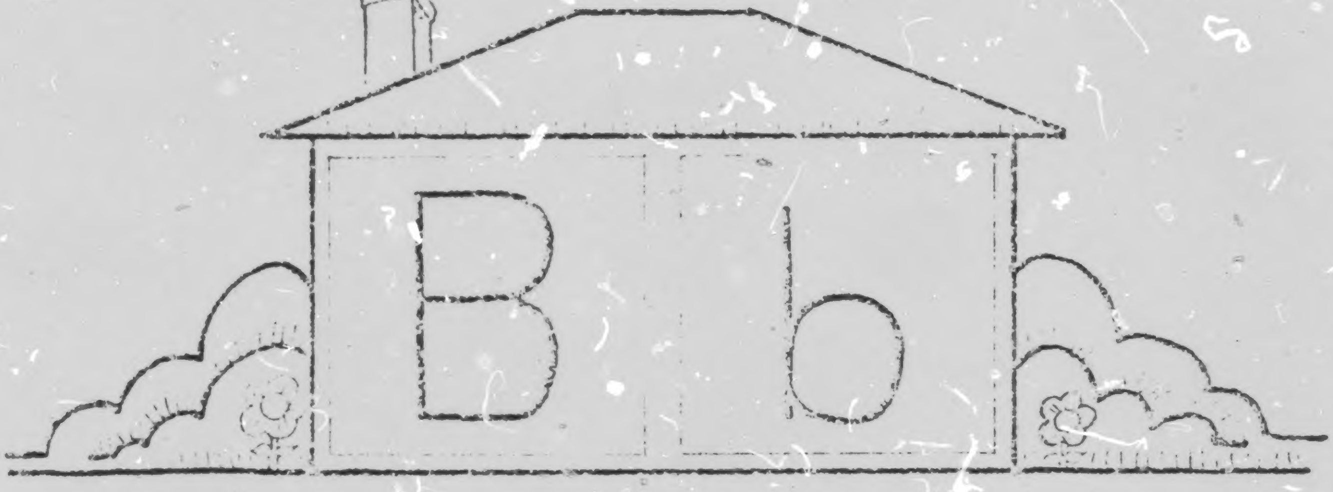
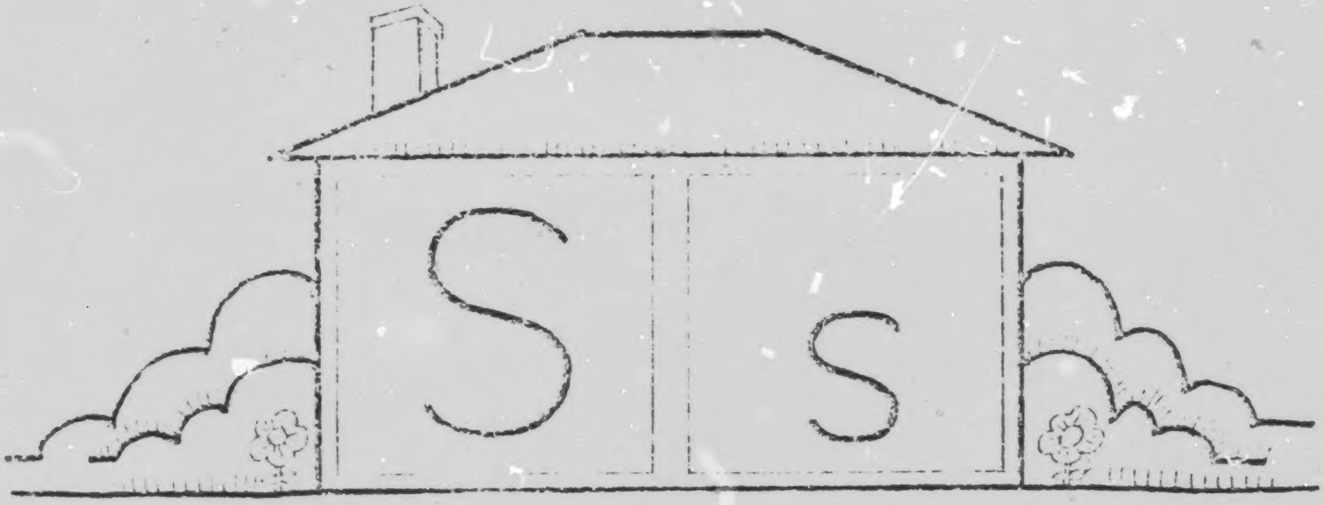
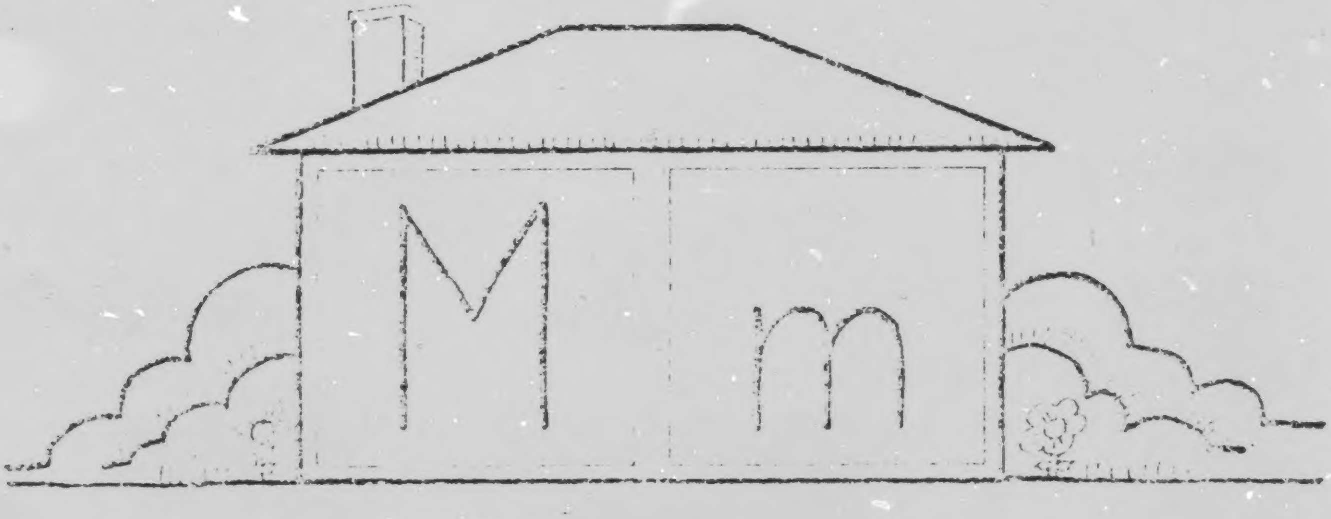
41-2

Page 2







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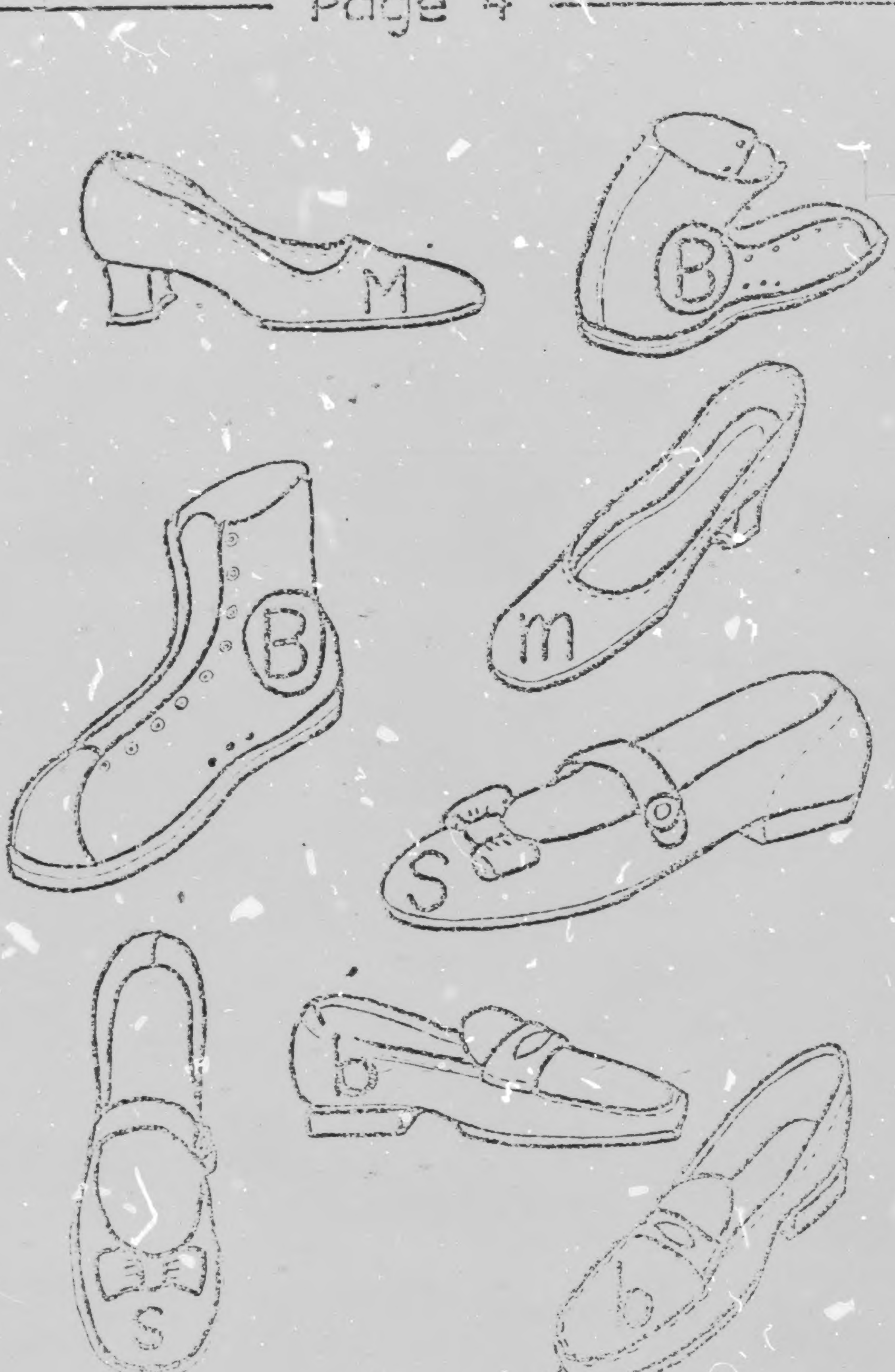
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Lesson 42

Instructions

This lesson goes over the letters and sounds your child has learned so far.

Materials You Will Need

4 worksheets
Magic marker
Crayons
Scissors
Tape or paste

Taping

Are you ready for some more word games today, (child's name)?. . Okay, take out your work sheets and find page one. . B E E P . . .

I bet you know those three alphabet letters. How about coloring them some different colors? Get your red crayon and color the letter that says MMMMM red. . B E E P . . . Very good, (child's name). Now find the letter that says SSSSSSSS, like in sssoul sssister. Color that letter green. . B E E P . . . What about that last letter? What sound does it always make?. . (Pause). . Did you say buh? You're right! Color that letter B blue. . B E E P . . . Very good, (child's name). Now get out page two and put it next to page one. . B E E P . . .

Look! Here are three very important words, and I bet you can read them. One of those words says sister. Listen to the sound sister starts with: SSSSSister. Can you find the word that says sister?. . (Pause). . When you have found sister, color the first letter green, just like you did on page one. . B E E P . . . Now can you guess which word says brother? Listen! Brother starts with buh-brother. You say the word - Brother. . Color the

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first letter in brother blue. . B E E P . . . Now there's just one word left. Can you read it?. . (Long Pause). . If you said mother, you were right! Good for you, (child's name)! Now color the first letter in the word mother, the letter that says MMMMMM. Make the letter M red. . . B E E P . . .

Now take your scissors and cut along the dotted lines. . B E E P . . . After you've finished your lesson, bring me your three cut-out words and I'll put them up for everyone to see. Now get page three. . B E E P . . .

There are those bears again. There's Ben's brother and his sister and his mother, too. At the bottom of the page are the three words you just learned - mother, brother, and sister. Cut out the three words. . B E E P . . . Now put the words with the pictures. Paste the word mother under Mother Bear. . B E E P . . . Paste the word brother under the picture of Ben's brother. . B E E P . . . What word is left?. . (Pause). . If you said sister, you're right! Paste the word sister under the picture of Sister Sonya. . B E E P . . .

How would you like to be an actore (actress) for a while, (child's name)?. . Then get down from the tape recorder. . (Long Pause). . Now make believe you're Ben the Bear. Take a make-believe bat and swing it. Here's what we say together. Ben bats the ball. Now you say it: Ben bats the ball. Did you bat the ball as hard as you could? Wow! That looked like a home run! Now pretend you're Sister Sonya. Sit down and pretend you're sewing a dress. . . (Pause). . Take some more stitches and say: Sister Sonya sews. . . . (Pause). . Once more: Sister Sonya sews. . (Pause). . Very good, (child's name). Now make believe you're Mother Bear, making muffins for supper. Mix the flour and sugar and eggs with your spoon and say: Mother makes muffins. . (Pause). . Mix some more and say it again: Mother makes muffins. . Good acting, (child's name)! You must need a little rest after that. Take a deep breath and then find the worksheet that says page four at the top. . BEEP . . .

Here are those forgetful bears again. Wouldn't you know they lost their things again. Can you help Ben and Sonya and Mother find their things?. . Ben lost two things. They both begin with B, just like Ben's name. Can you find them?. . . Write the letter B on the two things that begin with B. . BEEP . . . Did you make a B on the bat and the ball?. . . Good, because the bat and ball belong to Ben. Now find the two things that Mother lost. They both begin with M, just like MMMMother. Write the letter M on Mother's two things. . BEEP . . .
Did you find mother's mop and mixer?. . . If you did, you're a wonderful help! The last two things belong to Sonya. What are they?. . (Long Pause) . . . The slide and the skates. Very good, (child's name). Write the letter Sonya's name begins with on her things. . BEEP . . .

Now if you like, you can color all the pictures some bright colors. That's all for today. Don't forget to bring me your word cards so I can put them up for you. . BEEP . . .

42-1

Page 1

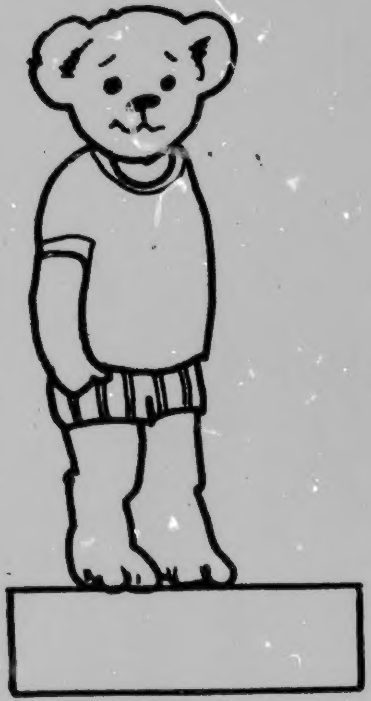
B M S

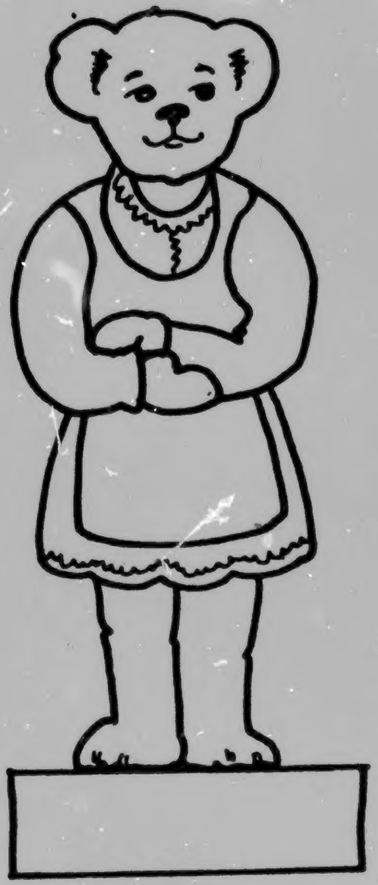
42-2

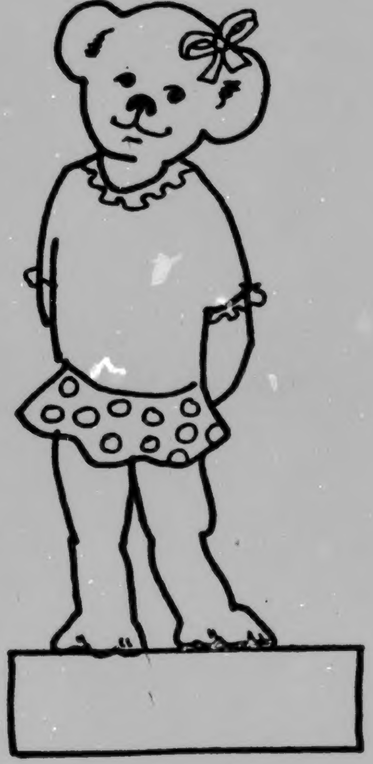
Mother

Sister

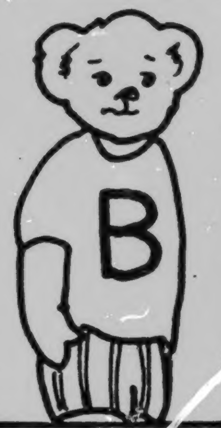
Brother







Mother | Brother | Sister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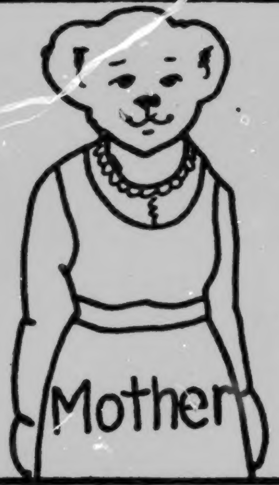
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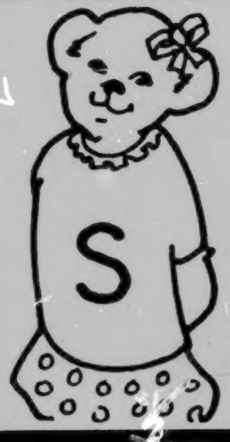
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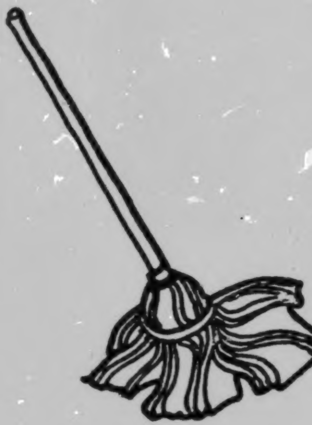

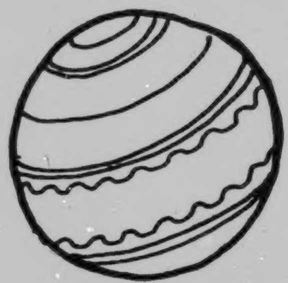

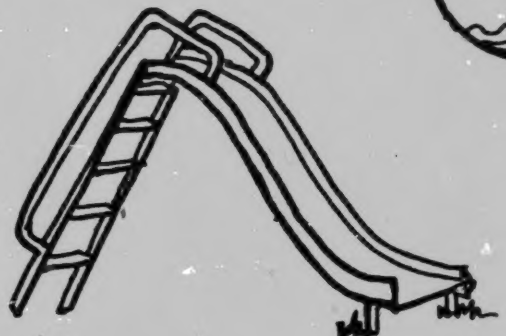

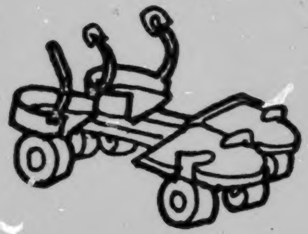

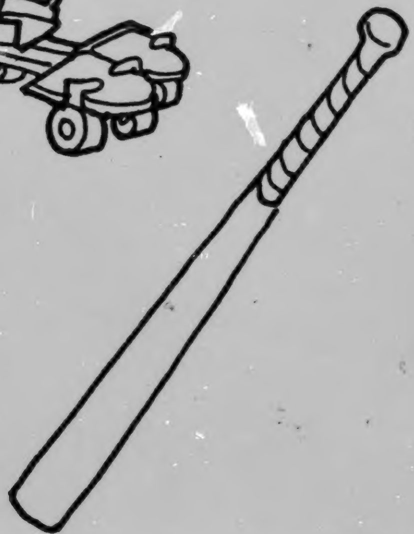

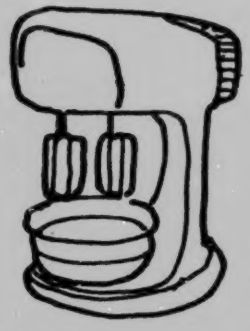

Lesson 43

Instructions

Today's lesson introduces the sound of a new beginning letter. It is the fff sound, which the letter F stands for. This sound is sometimes hard to make out on the tape recorder, so be sure you speak slowly and clearly. It will also help if you practice the new sound with your child. Then he can see you as you say the sound, and hear it more clearly than is possible on the tape.

Materials You Will Need

5 worksheets
Magic marker
Crayons

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43-1

TAPING

Are you ready for your lesson for today, (child's name)? Today you are going to learn a brand new alphabet letter. Take out the worksheets and you will see it on page one. B E E P Today's letter is the letter F, and here you see the capital letter F on the left side of the page and the lower-case letter f beside it. Take your green crayon and color the capital letter F green. B E E P Now color the lower-case letter f any color you want to B E E P

The letter F makes this sound: ffff. Did you ever see a cat get really angry? .. (pause) .. That's what an angry cat says: FFFF! Let's hear you make that sound. B E E P Now I'm going to say some words that begin with the sound FFFFF. You be a copy cat and say them after me. Ready? Then say FFFinger ..(pause) .. FFFFork ..(pause) .. FFFFish ..(pause) .. FFFFifty .. (pause) .. FFFFireman ..(pause) .. FFFlower ..(pause) .. FFFFunny ..(pause) .. Did you hear all those FFFFF's? Now turn to page two. B E E P

Can you guess who this is? B E E P I bet you knew that was Father Bear, because he has a big letter F on his shirt. And the letter F makes the sound FFFF that Father's name begins with. What is Father carrying? ..(pause) .. Some fish, that's correct. What do you think Father Bear's been doing today? ..(pause) .. He was fishing, and he caught lots of fish. Look at page three and see all the fish Father Bear caught. B E E P

Do you see the four fish that have a dotted letter in them? What letter is that? B E E P The letter F, and what sound does the letter F make? B E E P FFFFF, good for you , (child's name). Will you take your magic marker and finish all those dotted letters? B E E P Now write the letter F in all the rest of the fish. B E E P Get your crayons, and color the fish in different colors. B E E P Good! Now take out the work sheet that says page four at the top. B E E P

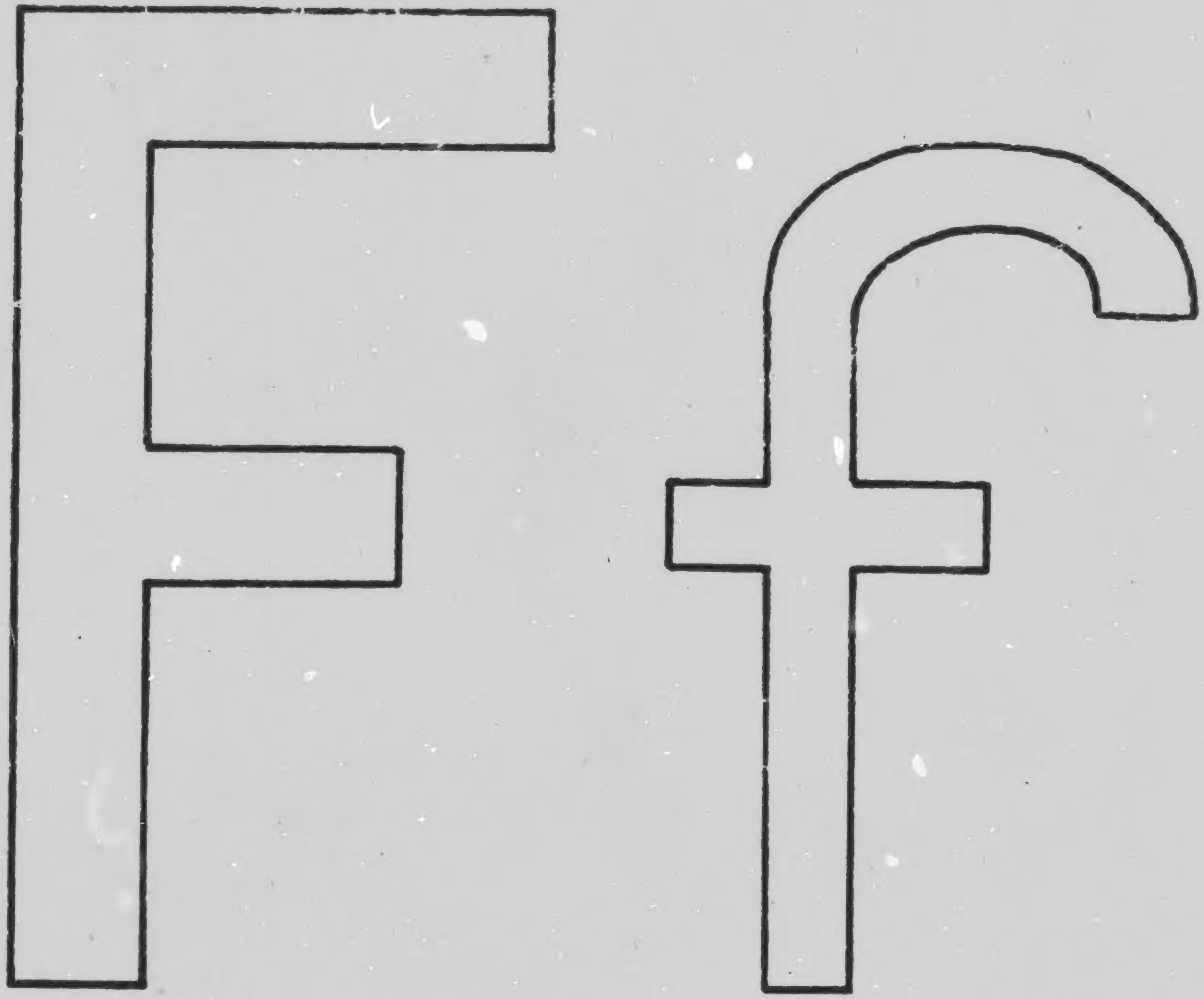
Here are the pictures of six things that all begin with the sound, FFFFF. Your job will be to name all of the F-words. Touch box one and tell me what you see. B E E P If you said a fish, you were correct. Take your magic marker and write the letter F, the letter that fish begins with, in the empty space under the fish. Can you guess what word you wrote? ..(pause) .. Fish, that's correct. Now touch box 2 and tell me what you see. B E E P If you said fire, you were correct again. Write the letter F in the empty space and read the word you wrote. B E E P Now touch box 3 and name what you see. B E E P That was easy - a fork. Fill in the missing letter F and read the word you wrote. B E E P Touch box 4 and tell me what's in it. B E E P A fan. Correct, again. Can you finish the word fan for me? B E E P Now touch box 5. What do you see? B E E P If you said flowers, you were correct. Write the letter F in the empty space and read the word you wrote. B E E P And what do you see in the last box, box 6? B E E P I'm sure you said feet and that was correct, so write another letter F in the empty space. B E E P What F-word did you write? ..(pause).. Feet, good for you.

Now turn to page five and come into my garden. B E E P How do you like the funny flowers I planted? What do you see in my flowers? B E E P Did you say words? Yes, that's correct. I wonder if you can read those words. Do you think you can? Think about the sounds those words begin with and I'm sure you'll be able to read them. Can you find the flower that has the word Mother in it? ..(pause) .. Color the flower that says Mother red. B E E P Now find the flower that says Sister, and color that flower green. B E E P

43-3

Now think, what sound does Brother begin with? B E E P Did you say buh? Good for you. And what letter says buh? B E E P The letter B, very good, (child's name). Now it should be easy to find the flower that says Brother - Buh - Brother. Color the flower that says Brother blue. B E E P Now there's just one flower left. Can you read what it says? B E E P If you said Father, you were absolutely correct, and I'm proud of you! Color that flower purple . B E E P That's all for today, (child's name). You did fine work!

Page 1



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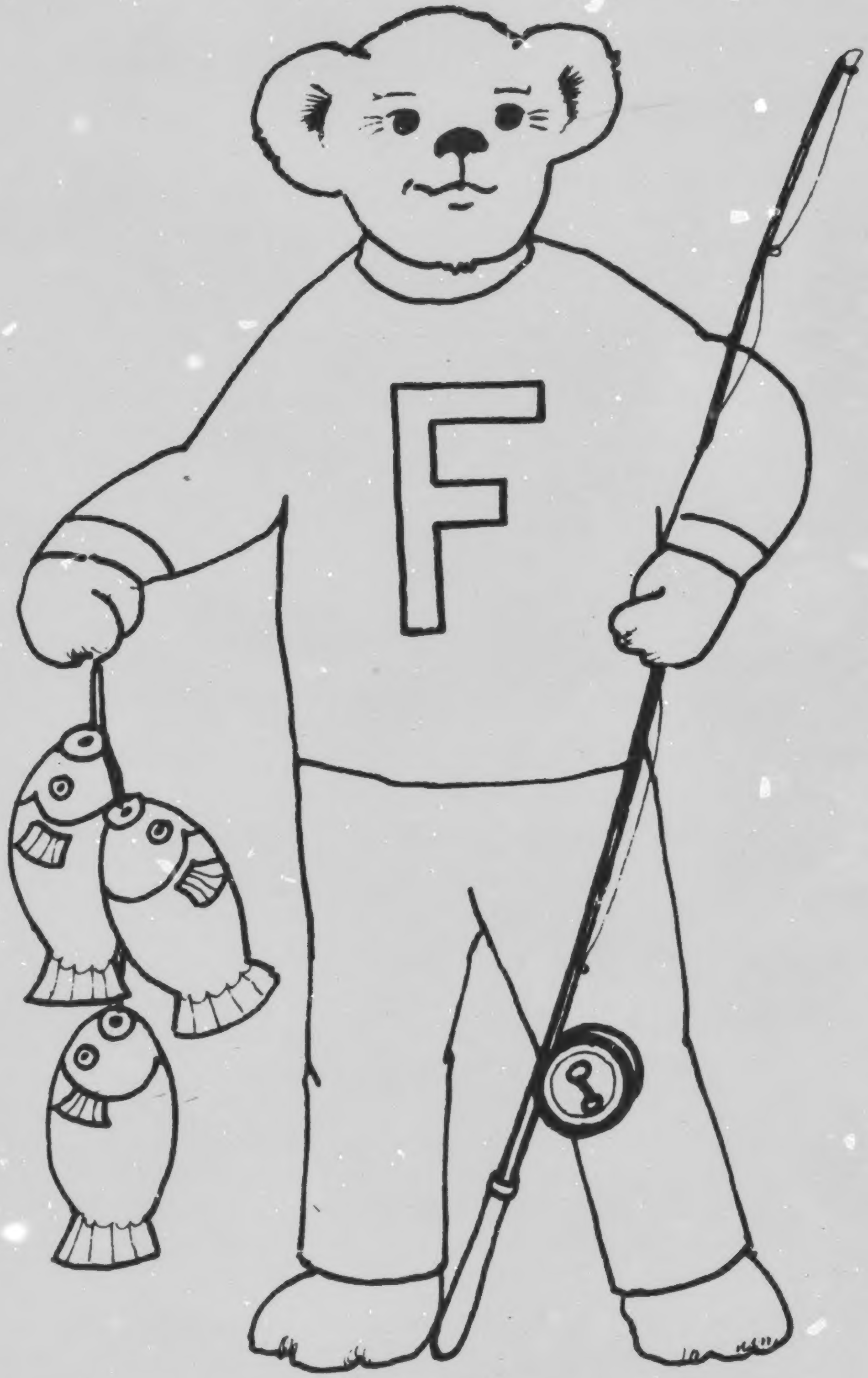

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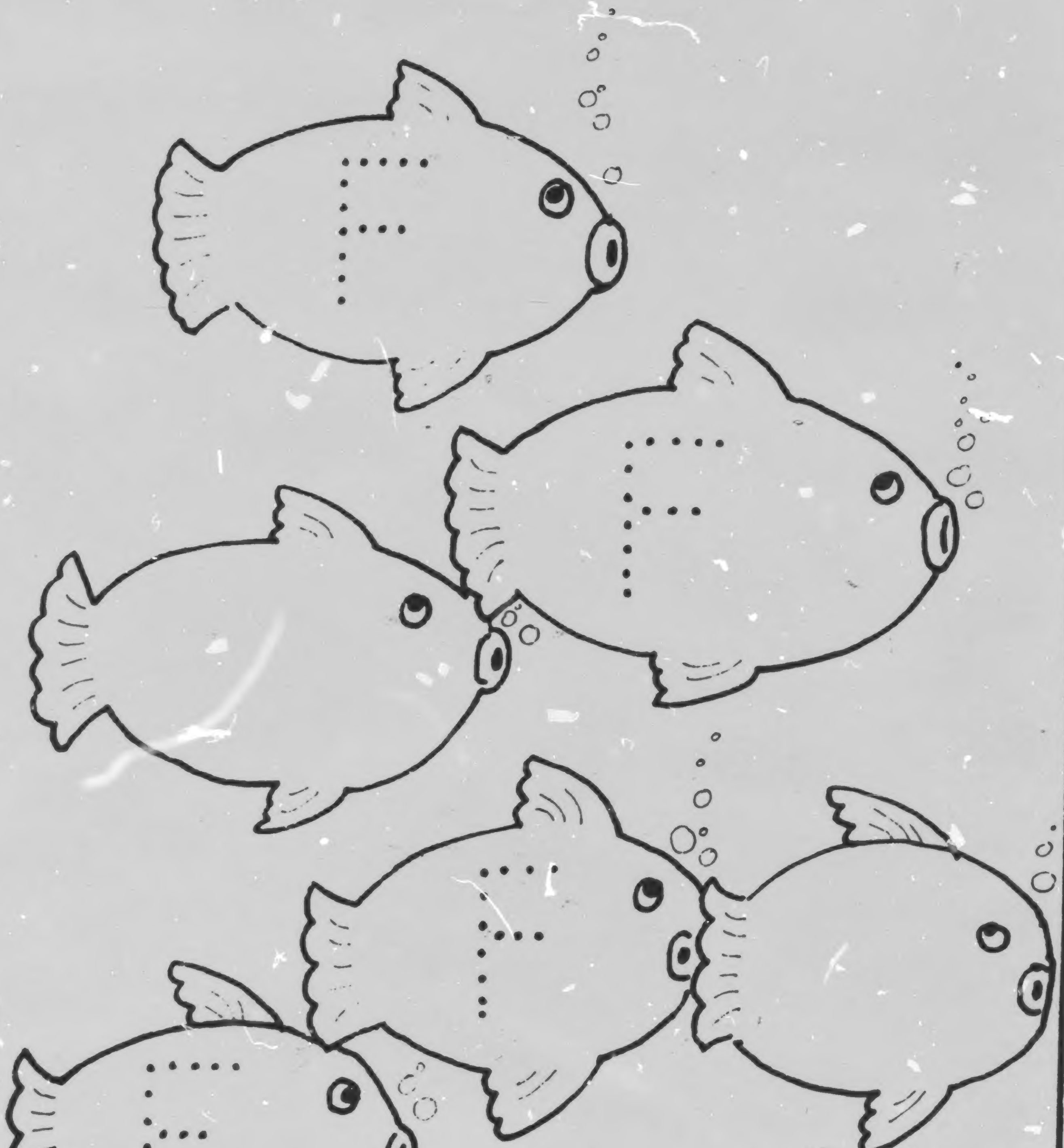
Page 3



Page 4

F f

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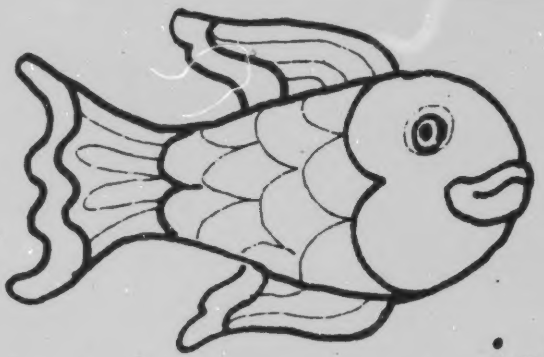

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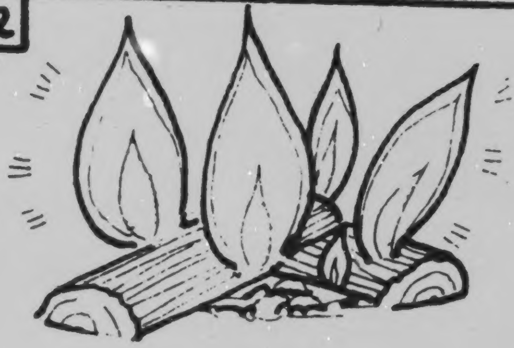

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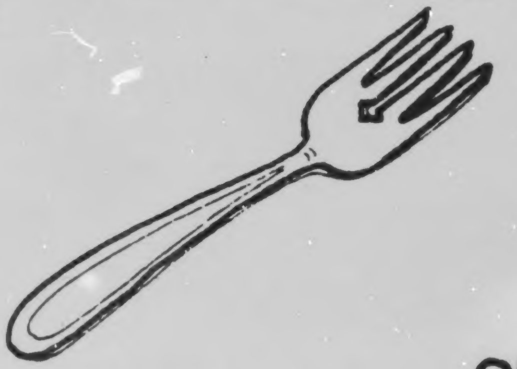

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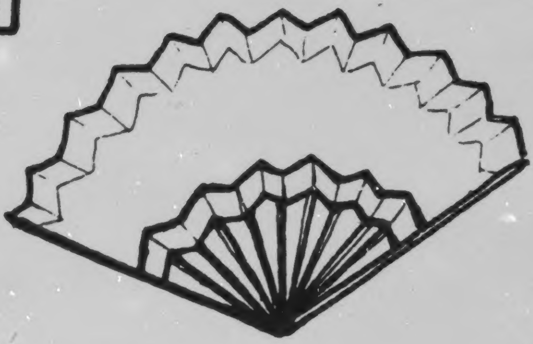

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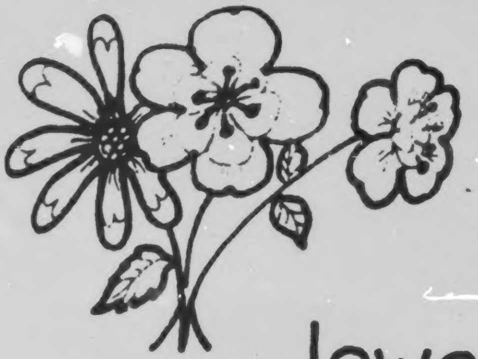

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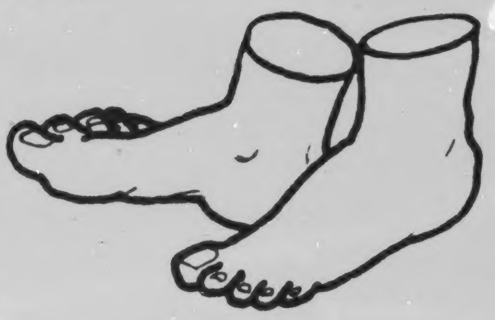

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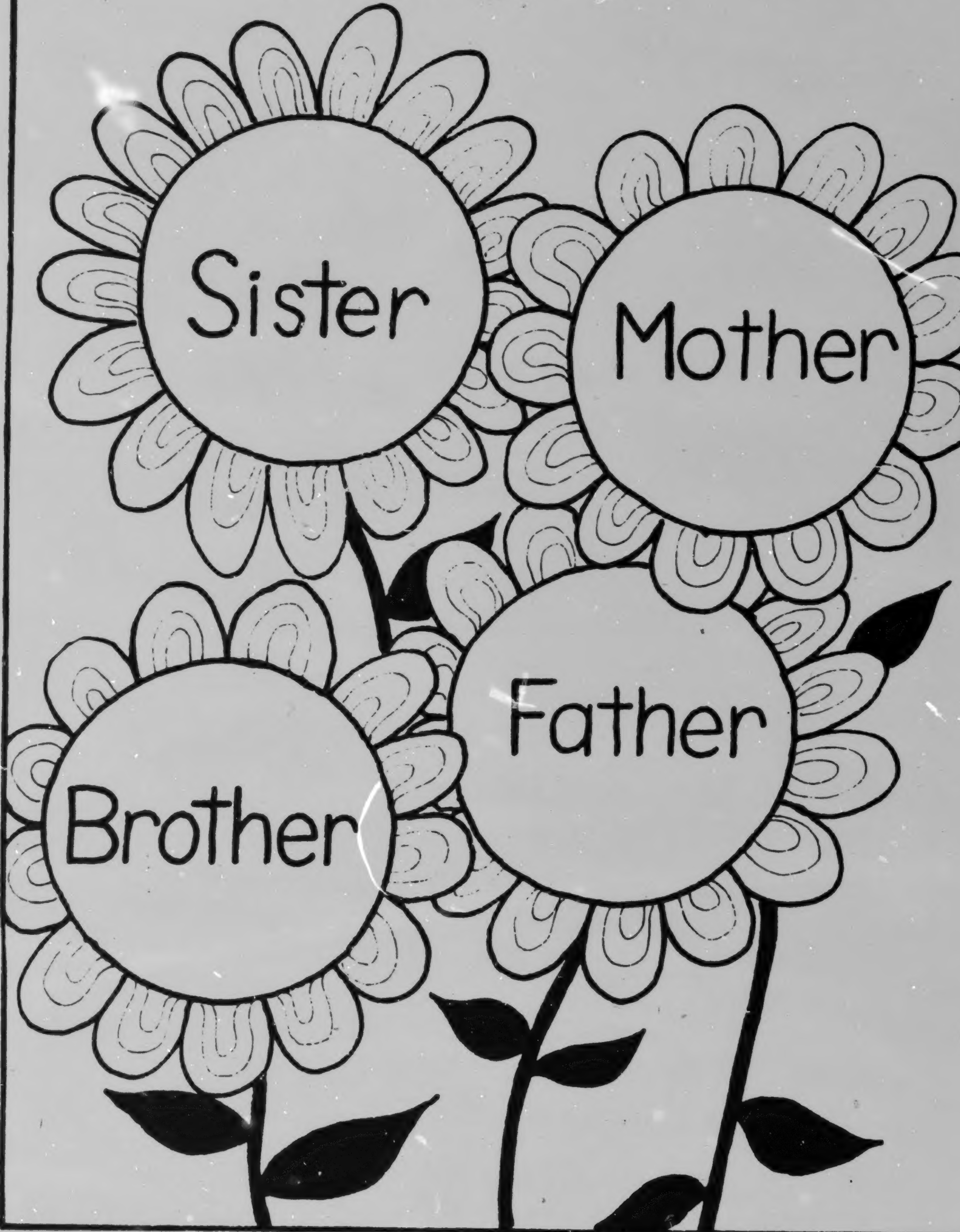
Sister
Mother
Father
Brother

R-12

LESSON FORTY-FOUR

Instructions

In this lesson, your child will review the letter F which he learned in the last lesson.

Materials You Will Need

- 5 worksheets
- Magic Marker
- Crayons
- 4 gummed letter F's (to be placed in a small envelope in the folder)

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TAPING

Are you ready for today's lesson, (child's name)? Look at page one. B E E P You saw this page in your last lesson. Do you still remember what sound those two letters make? ..(pause).. If you do, let's make that sound together: FFFFF. Once more, now: FFFFF. Do you remember the name of the letter? ..(pause) .. I hope you said the letter F, because that's what those two letters are called. In our last lesson we said lots of words that begin with the sound FFFFF. Today I want you to help me say some more words that start with F. But these F-words are different. They're nonsense words. Nonsense words don't mean a thing. They're just for fun and fooling around.

Ready? Clap your hands and say with me, nice and loud: Fee ..(pause) .. Fie ..(pause).. Foe ..(pause) .. Fum ..(pause) .. Let's say it again: Fee ..(pause) .. Fie ..(pause) .. Foe ..(pause) .. Fum ..(pause) .. Now here are some more nonsense words. Let's clap again and say them loud: Fimble ..(pause) .. Fumble ..(pause) .. Fooey ..(pause) .. !

Did you hear the FFF sounds that started all those nonsense words? Now take your crayons and make some funny nonsense designs on those two letter F's on page one. Make any silly, squiggly, wiggly, funny lines or shapes you want. B E E P

Now it's time to visit my Fun House. You'll find it on page two. B E E P Pretty soon I'll tell you how to make the Fun House even funnier. But first, tell me what sound does the word Fun begin with? B E E P If you said FFFF you were correct. Now before you make that Fun House funnier, take your magic marker and make all those dotted letter F's look like the one on the chimney and on the attic window. B E E P

Now make the Fun House look as funny as you can. Color it the funniest way you can think of. B E E P

Now we're going to play a game. Get page 3 ready, (child's name), and take the gold letters out of your envelope. B E E P Count them, you should have 4 letter F's. ..(pause) .. Now we're ready to play. Look at Box 1 and box 2 ..(pause) .. I go first. I say: Fan – Man ..(pause) .. Now you be a copy cat , say loudly along with me: Fan – Man ..(pause) .. Next, say it softly: Fan – Man ..(pause) .. Now paste a gold letter F on the picture that begins with the sound FFF. B E E P Let's try box 3 and box 4. I go first, I say: Dish – Fish ..(pause) .. Be a copy cat and say it loudly along with me: Dish – Fish ..(pause) .. Say it softly: Dish – Fish ..(pause) .. Now paste a letter F on the picture that begins with the sound FFFF. B E E P Let's do box 5 and box 6. I go first. I say: Fire – Tire ..(pause) .. Be a copy cat and say it loudly along with me: Fire – Tire ..(pause) .. Say it softly; Fire – Tire ..(pause) .. Now paste another letter F on the picture that begins with the sound FFF. B E E P Last let's do box 7 and box 8. I go first. I say: Meat – Feet .. (pause) ... Be a copy cat, say it loudly along with me: Meat – Feet ..(pause) .. Now paste the last letter F on the picture that begins with the sound FFF. B E E P

Fine! We're finished! Now, (child's name), let's check. Did you paste letter F's on the pictures of the Fan, the Fish, the Fire, the Feet? ..(pause) .. If you did, you are learning the sound FFFF very well. Give yourself a big star at the top of the page for such good work. B E E P

Now I have a question to ask you.

(Rhythmically)

Who is he? Who is He?

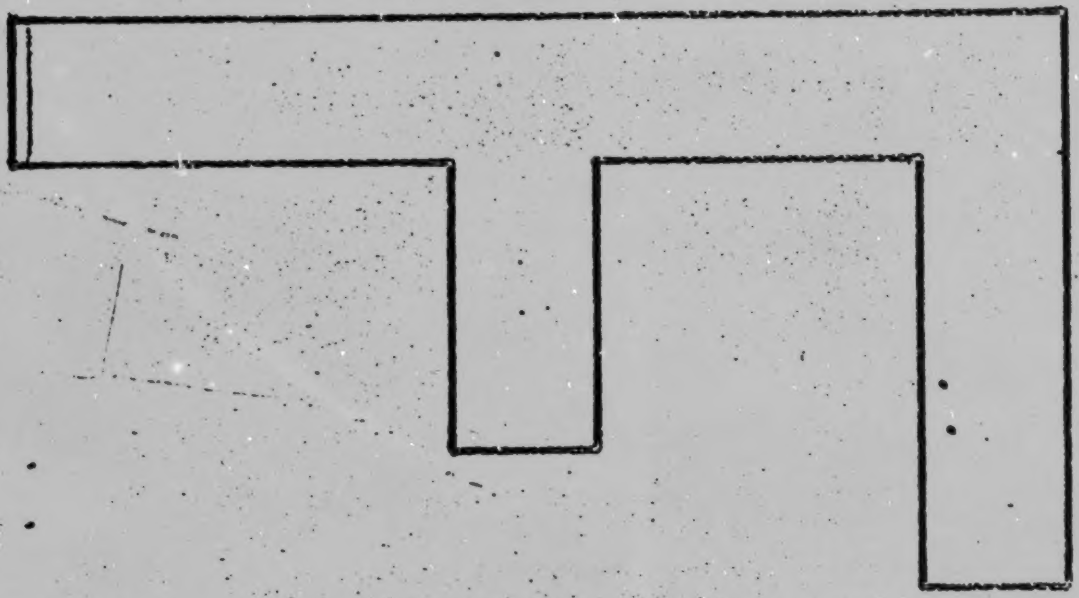
Find page 4 and you will see! B E E P Well, who is it? ..(pause) .. Father, correct. Did you know it from the letter F on his shirt, the letter that sounds FFF? Look at the word

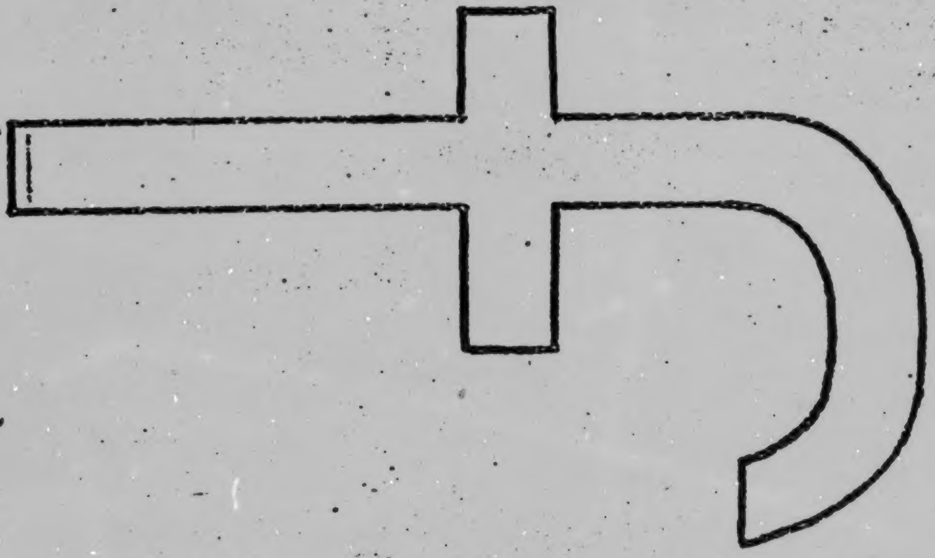
next to the picture. Touch the letter F that starts the word and read the whole word: Father. Now find page 5. B E E P   I made 6 boxes for you. Touch box 1 and read the word. Start with capital F: Father ..(pause).. Now look at box 2. Can you connect the dots to make the word Father? B E EP Look at box 3. Right now it's empty. Can you write the word Father in that box, all by yourself, and make it look like box 1 and box 2?
B E E P

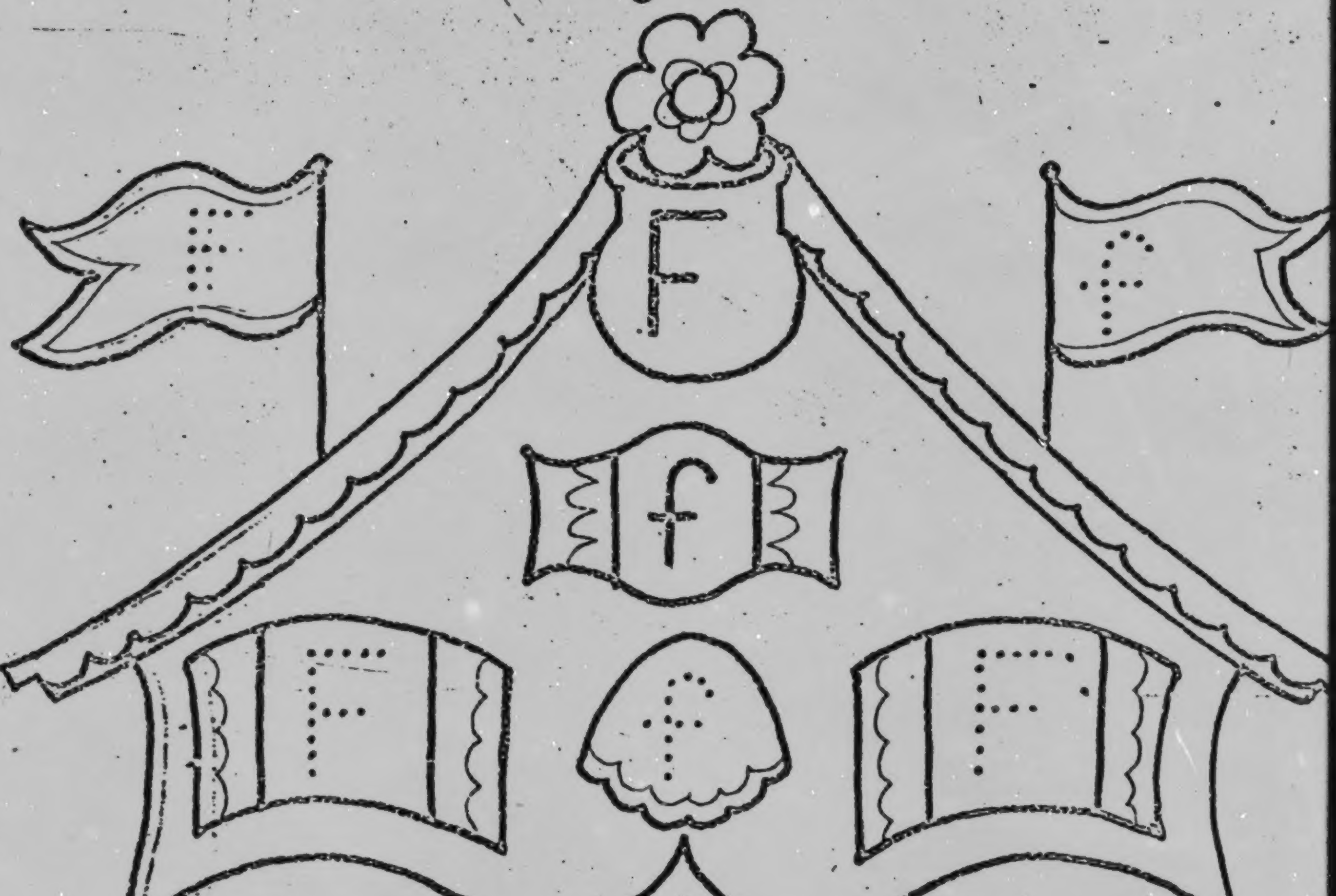
Now look at box 4 ..(pause) .. What is different about the word? B E E P Did you say, it starts with lower-case f? How smart of you to see that! Can you finish the dotted word father in box 5? B E E P Now write father into box 6. Make it look just like box 4 and box 5. B E E P

You did fffine work today, (child's name). I hope it was fffun!

#44



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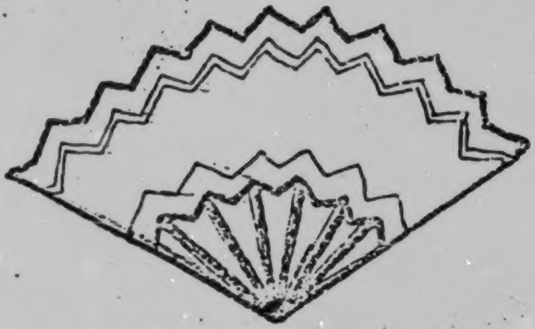
Fun House



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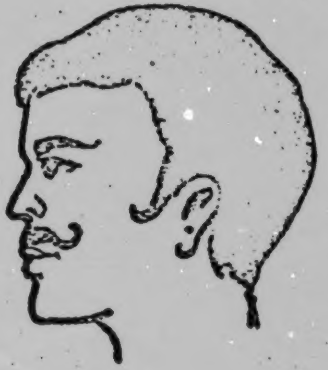

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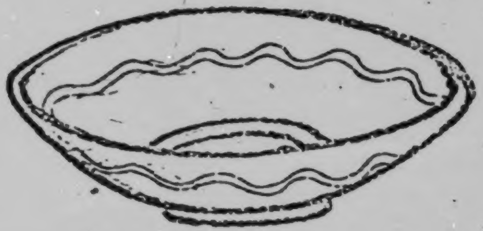

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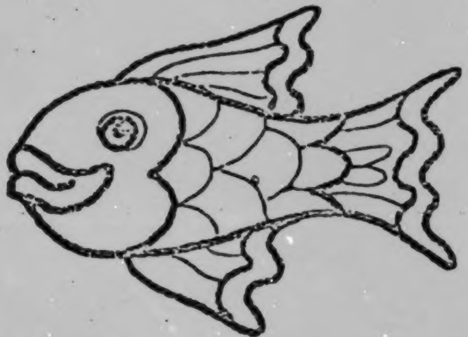

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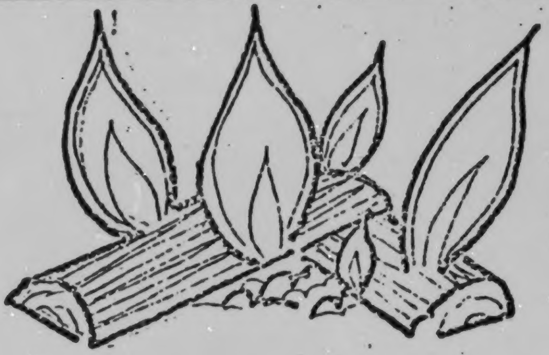

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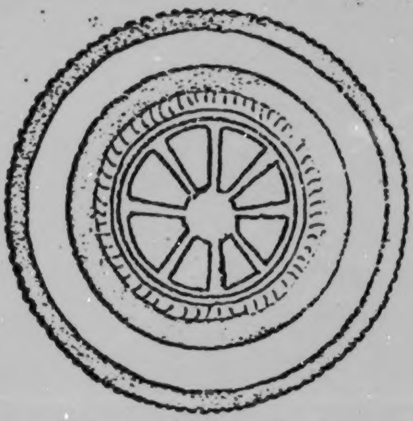

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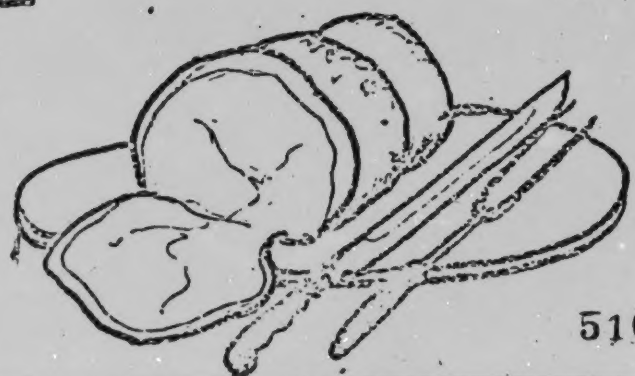

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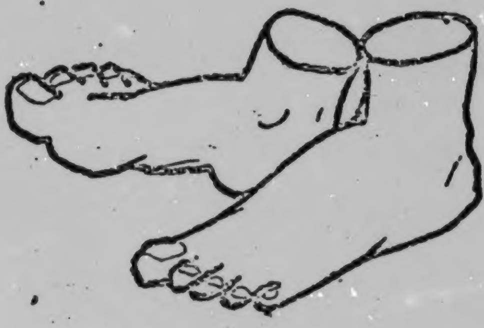

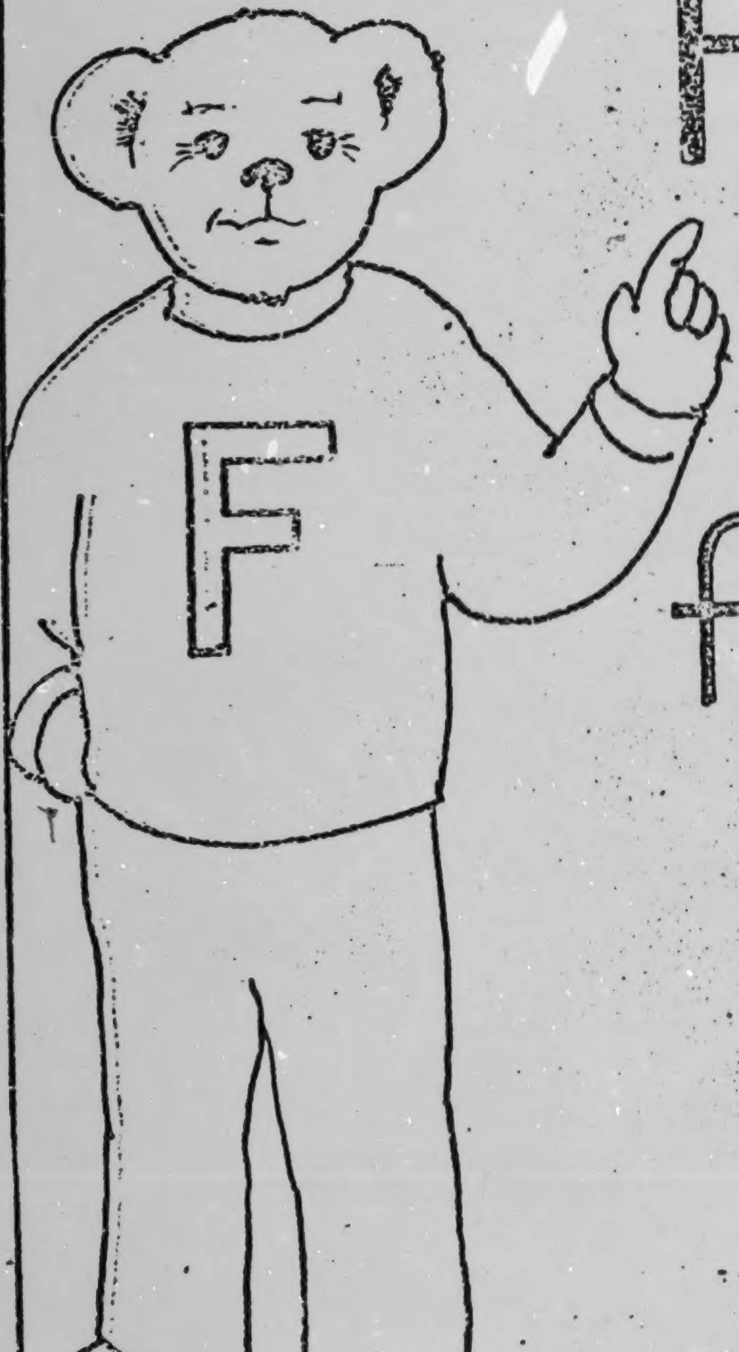

Father

father

1 Father

2 Father

3

4 father

5 father

6

LESSON FORTY-FIVE

Instructions

This lesson checks to see if your child can match capital B, S, M, and F with lower-case b, s, m, and f. It also checks whether he can really tell the sounds those letters make. Besides reviewing the letters, the lesson also reviews the words your child should know by sight: brother, sister, mother and father.

If your child has any trouble with this lesson, try some sound games with him. Perhaps your older children might enjoy cutting up magazines for pictures of things that begin with B, S, M, and F or whichever letters your child is having trouble with. You can probably figure out several games to play with the pictures - games that will help your child recognize the B, S, M, and F sounds at the beginning of words. For more ideas, look back at the instructions for lesson 6.

You could also repeat worksheets from earlier lessons to give your child extra practice with troublesome sounds. Your child's teacher and your NAM project supervisor, if you have one, will also be able to suggest ways to help your child over any difficulties. Just be sure your child understands all the material in this lesson before going on.

Materials You Will Need

5 worksheets
Magic Marker
Crayons
Scissors
Scotch tape or paste

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TAPING

Hi, (child's name), today I am going to sing a question to you. Listen:

(any tune)

What do you do on a rainy day, a rainy day, a rainy day,
What do you do on a rainy day when you go out in the morning?

Now let's sing the answer together:

Here's what I do on a rainy day, a rainy day, a rainy day.
Here's what I do on a rainy day, I open my umbrella!

Look at page 1. BEEP There is an umbrella for you. Can you tell me what is special about that umbrella? BEEP If you said it has alphabet letters on it, you are correct. Now look at the raindrops, what is special about them? BEEP Are you laughing? Yes, it's a funny rain, all right. It's an alphabet rain shower.

Look at the umbrella again . . (pause) . . All the letters on the raindrops are lower case letters.

Now I'm going to ask you to do something hard. Can you match the lower case letters on the raindrops to the capital letters on the umbrella?

I matched one for you already. I drew a line from the raindrop with the lower case f to the capital F on the umbrella. Get your magic marker now and see if you can match up the rest of the lower case letters to the capitals they belong with. BEEP

Good work, (child's name). Now find page 2. BEEP

Oh, look, there is the balloon man! Would you buy some balloons for me? I will tell you which ones I want. Let's see. I'd like to give a balloon to Billy, so please buy me one that has the sound buh-buh-buh on it. Color it blue. BEEP

I think I'd like to give a balloon to FFFather, so please buy me one that has the sound FFF on it. Can you color it green? BEEP

I need a balloon for SSSonya, too. Please buy one that has the sound SSS on it. Color it red for Sonya. BEEP

One more balloon now, for MMMother. Can you buy one that has the sound MMM on it? Now color it orange. BEEP

The balloons with the funny designs you can keep for yourself. Color them any way you want. BEEP

Do you like having company, (child's name)? Good, then look at page 3. BEEP A family is coming to visit. You will have to show them where to sit for dinner. Count how many people are coming. BEEP You must have counted 4, now please count the chairs. Do we have enough chairs? BEEP Four chairs? Fine! Now take a good look at the letters on the clothes the family is wearing. Each letter tells who the person is.

MMM - who is it? BEEP Did you say: Mother? That's correct.

FFF - who is it? BEEP Did you say: Father? Correct.

Buh-buh-buh - who is it? BEEP Did you say: Brother? Good!

SSS - who is it? BEEP Did you say: Sister? Excellent!

Now look at the chairs. Each chair has a word on it. See if you can read the words and match the people to the right chairs. With your magic marker, make a line from each person to the chair that has his word on it. BEEP buy me one that has the sound buh-buh-buh on it. Color it blue. B E E P

I think I'd like to give a balloon to FFFather, so please buy me one that has the sound FFF on it. Can you color it green? B E E P

I need a balloon for SSSonya, too. Please buy one that has the sound SSS on it. Color it red for Sonya. B E E P

One more balloon now, for MMMother. Can you buy one that has the sound MMM on it? Now color it orange. B E E P

The balloons with the funny designs you can keep for yourself. Color them any way you want. B E E P

Do you like having company, (child's name)? Good, then look at page 3. B E E P A family is coming to visit. You will have to show them where to sit for dinner. Count how many people are coming. B E E P You must have counted 4, now please count the chairs. Do we have enough chairs? B E E P Four chairs? Fine! Now take a good look at the lette on the clothes the family is wearing. Each letter tells who the person is.

MMM - who is it? B E E P Did you say: Mother? That's correct.

FFF - who is it? B E E P Did you say: Father? Correct.

Buh-buh-buh - who is it? B E E P Did you say: Brother? Good!

SSS - who is it? B E E P Did you say: Sister? Excellent!

Now look at the chairs. Each chair has a word on it. See if you can read the words an match the people to their right chairs. With your magic marker, make a line from each pers to the chair that has his word on it. B E E P

Now take out page 4 and see if you can read the words on that page. B E E P

Look at box 1. Touch the letter that begins the word and make the sound of that letter.

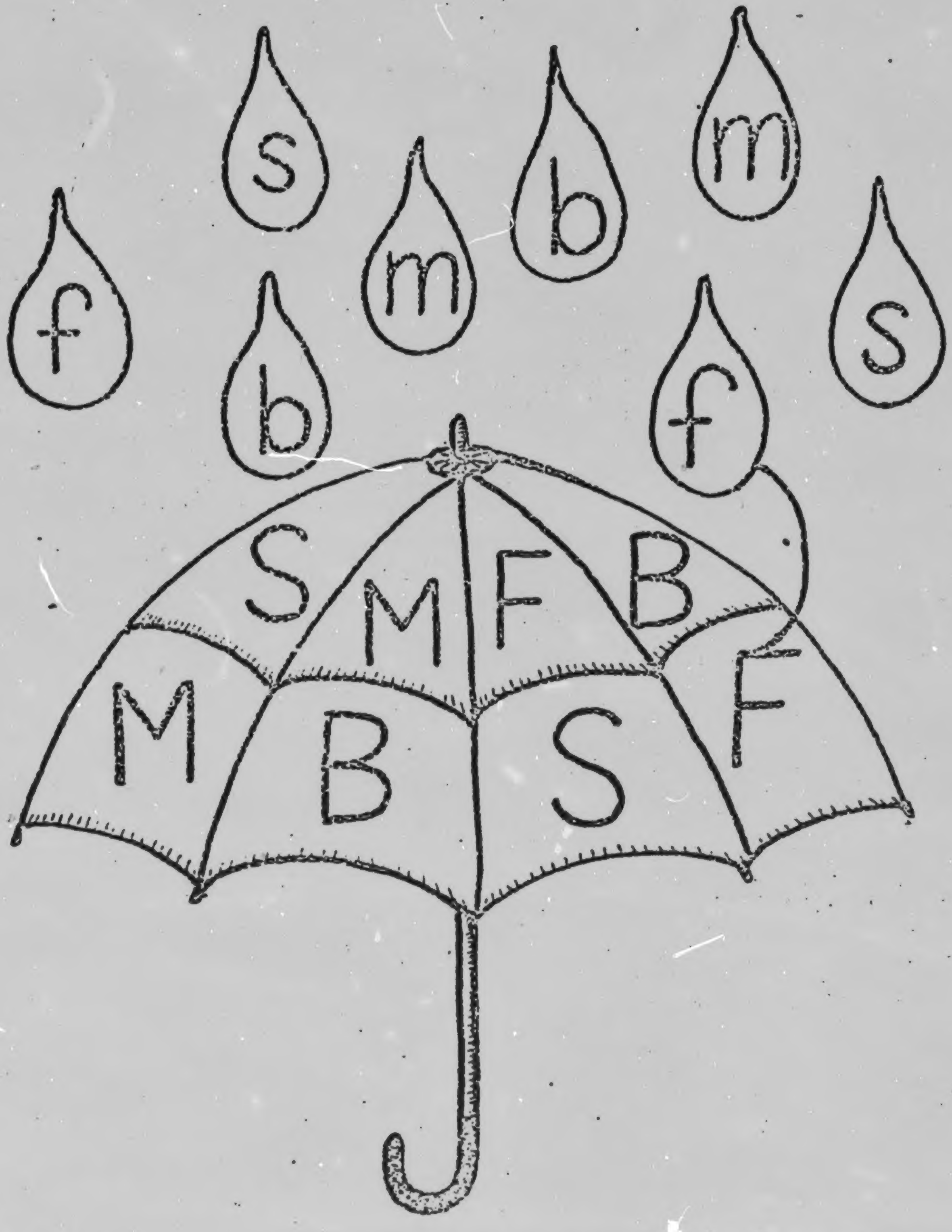
Now take out page 4 and see if you can read the words on that page. BEEP

Look at box 1. Touch the letter that begins the word and make the sound of that letter. BEEP Did you make the sound buh-buh-buh? If you did, you are correct. Now try to read the word that tells about someone in the family that came to visit. BEEP Did you read: Brother? . . (pause) . . That's the word. Color in the letter B that Brother begins with. BEEP Look at box 2. Touch the letter that begins the word and make the sound of that letter. BEEP Did you make the sound SSS? If you did, you are correct. Now try to read the word that starts with SSS and tells about someone else in the family. BEEP Did you read: Sister? . . (pause) . . That's the correct word! Now color in the letter S that Sister begins with. BEEP

Look at box 3. Touch the letter that begins the word and make the sound of that letter. BEEP Did you make the sound MMM? If you did, you are correct. Now try to read the word that begins with MMM and tells about someone else in the family. Did you read: Mother? . . (pause) . . That's the word. Now color in the letter M that Mother begins with. BEEP

One more box now. Box 4. Touch the letter that begins the word and make the sound of that letter. BEEP Did you make the sound FFF? If you did, you are correct. Now try to read the word that tells about someone in the family that begins FFF. BEEP Did you read: Father? . . (pause) . . That's the word. Now color in the letter F that Father begins with. BEEP

Now get out your scissors . . (pause) . . Cut the four words apart. Cut along the straight lines. BEEP Do you remember the matching game you just played, matching 4 people and 4 chairs? Tonight at suppertime you can play a matching game with our family. When everyone is sitting down, tape the words you just cut out to the back of the chairs where they belong. If you need more family words call me. I'll write them for you on page 5 and you can cut them apart. BEEP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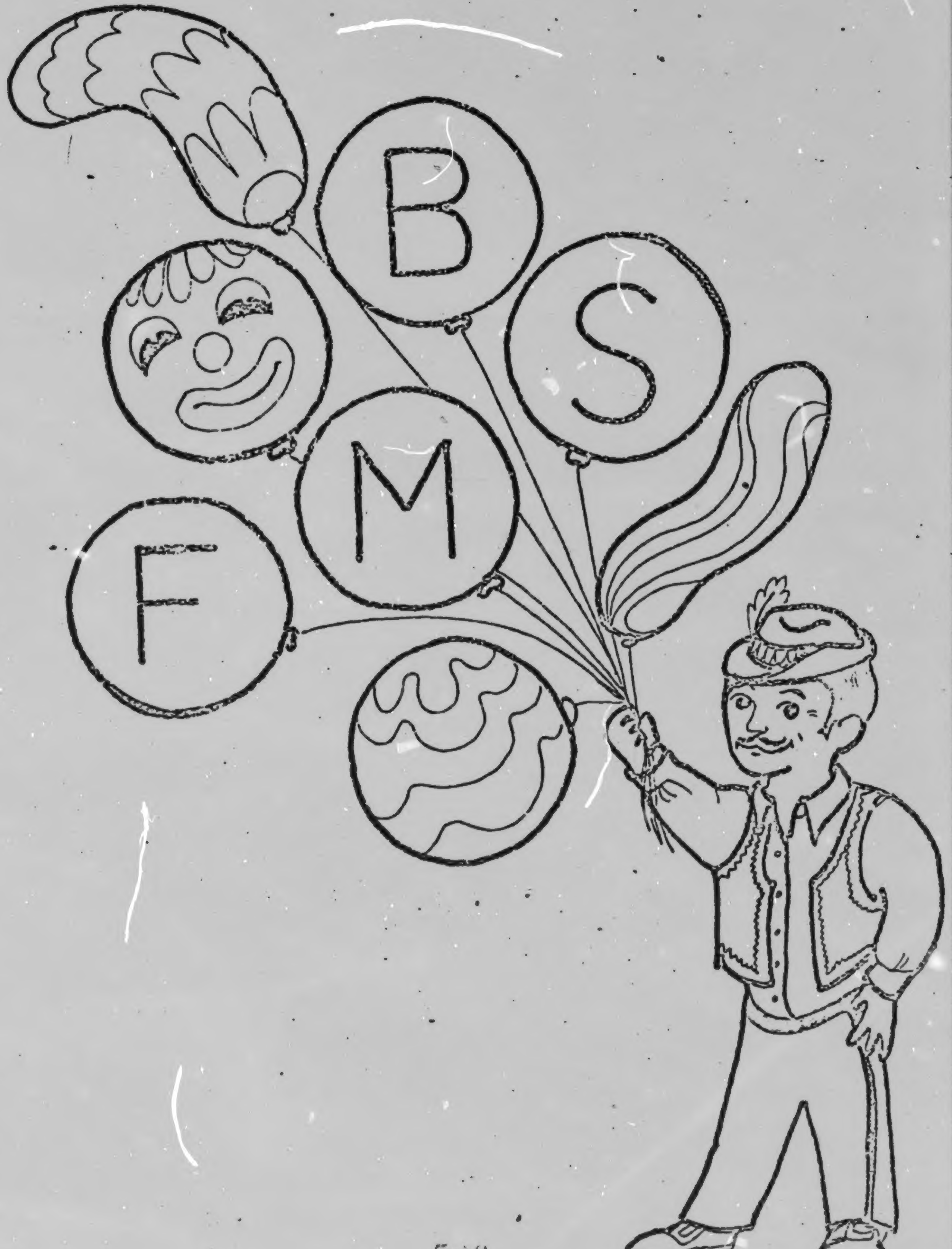
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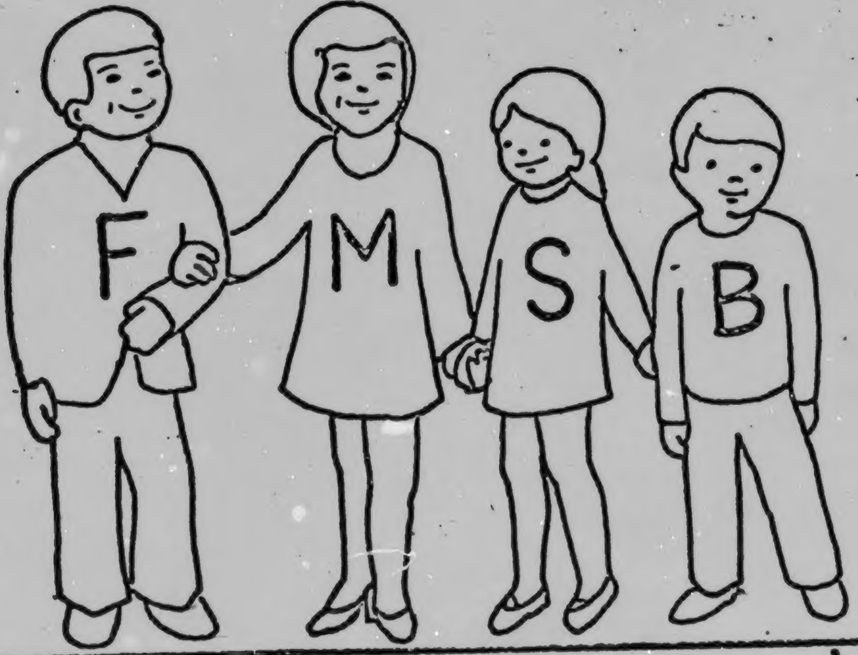
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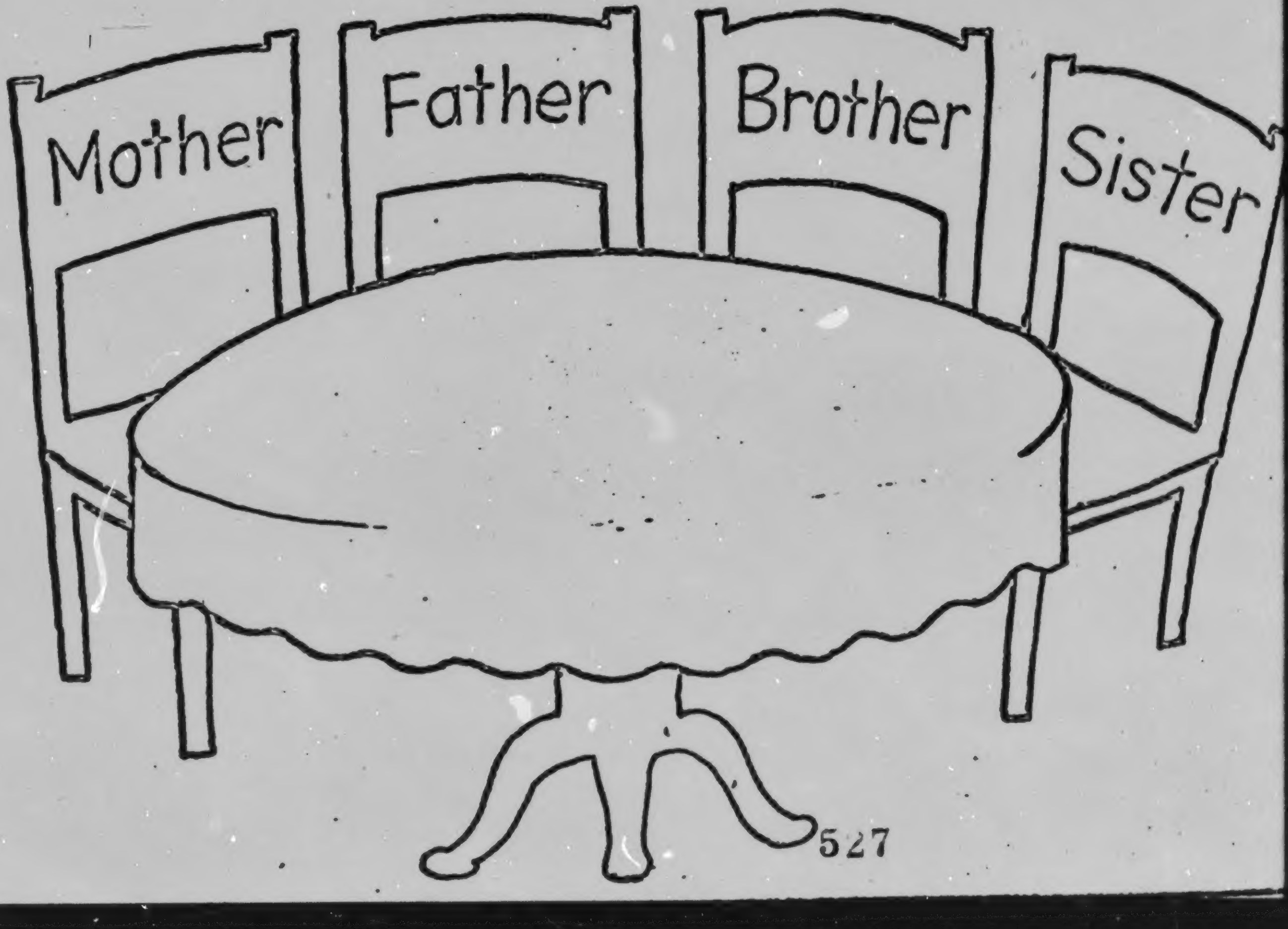
Mother
Father
Brother
Sister

1 Brother

2 Sister

3 Mother

4 Father

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R-14

LESSON FORTY-SIX

Instructions

This lesson reviews the sounds of B, M, S, F and once more with a cut-out game. The lesson also introduces a new letter - T.

Materials You Will Need

- 5 worksheets
- 1 cut-out page
- Magic Marker
- Crayons
- Scissors
- Scotch tape or paste

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R-14

TAPING

Are you ready for some cut-out work today, (child's name)? Good, get your scissors and scotch tape ready and find page 1. B E E P

Look at the two boxes at the top. They have the letters that sound buh, buh, buh. Touch capital B ..(pause) .. touch lower case b ..(pause). . and say it loud: buh-buh-buh .. (pause) ..

Look at the next two boxes, they have the letters that sounds SSS. Touch capital S .. (pause) .. touch lower case s ..(pause) .. and say it loud: SSS ..(pause) ..

Look at the next two boxes. They have the letters that sound MMM. Touch capital M .. (pause) .. touch lower case m ..(pause) .., say it loud: MMM ..(pause) ..

Look at the last two boxes. They have the letters that sound FFF. Touch capital F .. (pause) .. touch lower case f ..(pause) .. say it loud: FFF ..(pause) ..

Now find your cut-out page, it does not have a number at the top, it has words that say cut-out page. B E E P .

Look at the pictures in those boxes. Let's touch each one and say the words together.

Swing	touch it	Swing
Monkey	touch it	Monkey
Finger	" "	Finger
Feather	" "	Feather
Socks	" "	Socks
Bike	" "	Bike
Butterfly	" "	Butterfly
Mop	" "	Mop

Can you cut out all those pictures? Cut right along the straight lines. BEEP

Did you cut out all the pictures? ..(pause) .. Did you follow the straight lines? .. (pause) .. Good, now lay all the pictures in front of you so you can see them all. BEEP

Here is what you do now. Find the two pictures that begin with buh-buh. BEEP Now look for the two buh-boxes on page 1 ..(pause) .. tape the buh-pictures into the buh boxes. BEEP Next, find the two pictures that begin with SSS. BEEP Tape them into the two SSS boxes. BEEP Now can you find the two pictures that begin with MMM.? BEEP Tape them into the two MMM boxes. I bet you know what to do now ..(pause) .. yes, find the two pictures that begin with FFF. BEEP Tape them into the two FFF boxes. BEEP Now let me see your work. That was a very big job, I know. BEEP

(child's name), look at page 2 of your worksheets. BEEP Do you know what kind of shirt that is? It's a T-shirt. Now look at the two letters on the T-shirt ..(pause) .. Do you know the name of those letters? BEEP If you said: T, you are correct. The T on the left is a capital T. The T on the right is a lower case T, but both letters always make the sound tuh-tuh-tuh. Make that sound with me, loudly now: tuh-tuh-tuh. Touch the letter that has a line straight across the top and say: tuh-tuh-tuh ..(pause) .. Now touch the other letter that has a line through the middle and say tuh-tuh-tuh. We could even make up something funny to say together:

T-shirt, T-shirt, with the letter T
Written on my T-shirt for everyone to see.

Say it loudly with me, loudly:

T-shirt, T-shirt, with the letter T.
Written on my T-shirt for everyone to see.

Now take your crayons and color in the T's. Capital T and lower case t. BEEP

Tick-tock, tick-tock, tick-tock - time for you to find page 3. BEEP

Look at the letters at the top of the page. Both make the sound tuh-tuh-tuh, say it with me: tuh-tuh-tuh. Now let's play a guessing game with the pictures (child's name). The game is called "What Am I" ..(pause) .. Are you ready?

I am an animal. I move slowly. I have a hard shell. What am I? ..(pause) .. Let's shout it together: a turtle, a ttturtle ..(pause) ..

Now, the next game: I am a machine. I have letters and numbers on me. What am I? Let's shout it together: A telephone , a tttelephone ..(pause) ..

Next game: I am a machine. I am noisy. People take trips in me. What am I? Let's shout it together: a train , a tttrain ..(pause) ..

Next game: I am an animal. I have feathers. I say gobble, gobble, gobble. What am I? Let's shout it together: a turkey, a ttturkey ..(pause) .

Next game: I am a machine. You can turn me on and watch people move. What am I? Let's shout it together: a television, a tttelevision. . (pause) ..

Last game: I am in your house. You put food on top of me and sit around me. What am I? Let's shout it together: A table, a tttable ..(pause) ..

My that was fun, shouting the answers to the guessing game. Did you notice how all the answers began with the sound: tuh-tuh-tuh?

Do you want to hear a story, (child's name)? I have a funny one for you. Listen carefully and you will hear a lot of tuh-tuh-tuh sounds in it. Ready?

Tiny Ted and his toy turtle Tommy lived in a tree house.

Tiny Ted had a table. On top of the table was tea and toast. Tiny Ted and his toy turtle Tommy played tag together on Tuesdays. Tiny Ted and his toy turtle Tommy got tired of tag one Tuesday. They tiptoed to bed and took a nap together.

Did you like that story with all the tuh-tuh sounds? What letter makes those sounds, do you know? B E E P If you said T you are correct.

I have an idea. Let's try to sing the story of Tiny Ted. That might be fun. Do you know how to sing "Mary Had a little lamb?" We'll use the same tune but we'll put in the words about Tiny Ted. Get page 4. B E E P Look at the top picture on page 4 and sing along with me:

Tiny Ted and Tommy Turtle, Tommy Turtle, Tommy Turtle,

Tiny Ted and Tommy Turtle lived in a tree.

Hum, I liked that, did you? ..(pause) ..

Now look at the bottom picture on page 4 and sing along with me:

Tiny Ted and Tommy Turtle, Tommy Turtle, Tommy Turtle,
Tiny Ted and Tommy Turtle, tasted tea and toast.

Now look at page 5, the top picture and sing with me:

Tiny Ted played tag with Tommy, tag with Tommy, tag with Tommy,
Tiny Ted played tag with Tommy till two o'clock.

Look at the bottom picture on page 5 now, and let's sing together. This time we'll sing very slowly.

Tiny Ted and Tommy Turtle, Tommy Turtle, Tommy Turtle,
Tiny Ted and Tommy Turtle tiptoed into bed.

I'm glad you joined me for that sing-along. Now why don't you get your crayons and color the pictures of our Tiny Ted story. B E E P

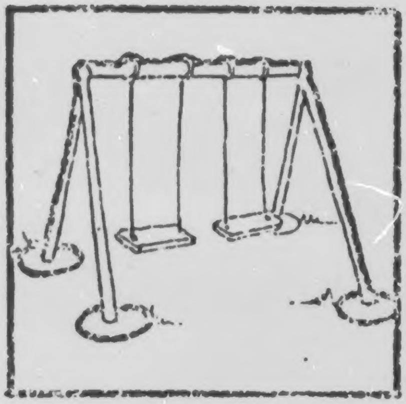
R-14

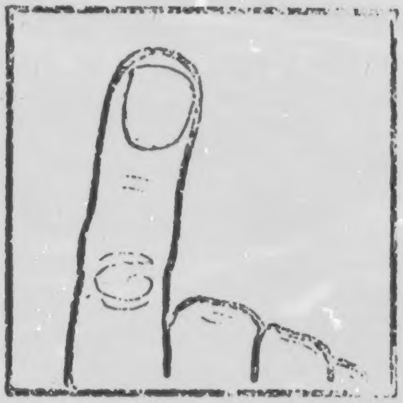
Page 1

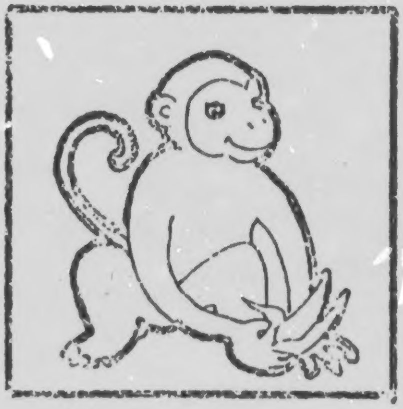
B	b
S	s
M	m
F	f

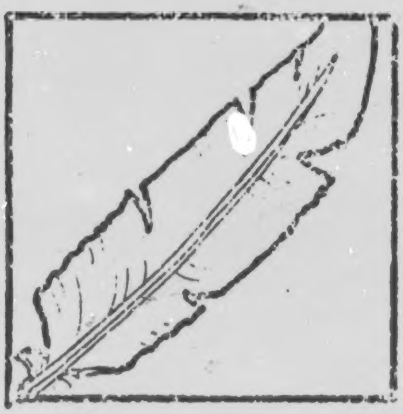
R-14

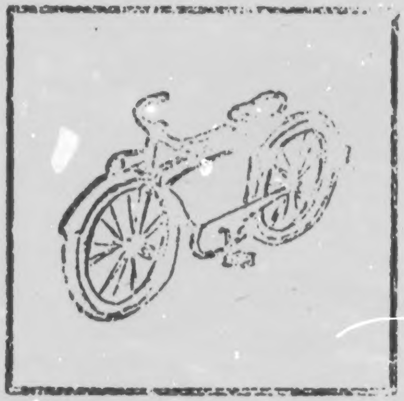
Cut-Out Page

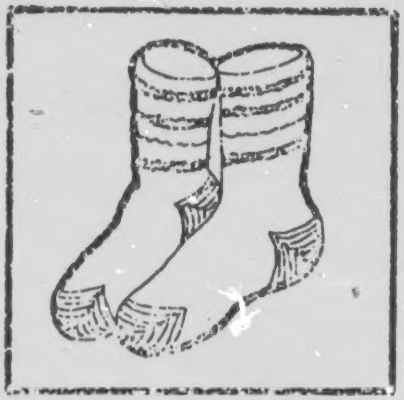


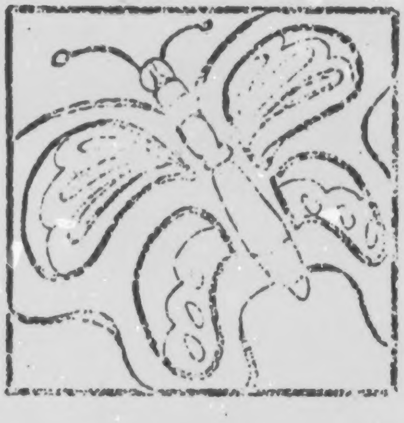


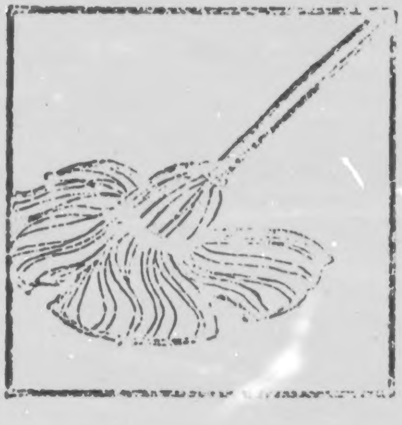












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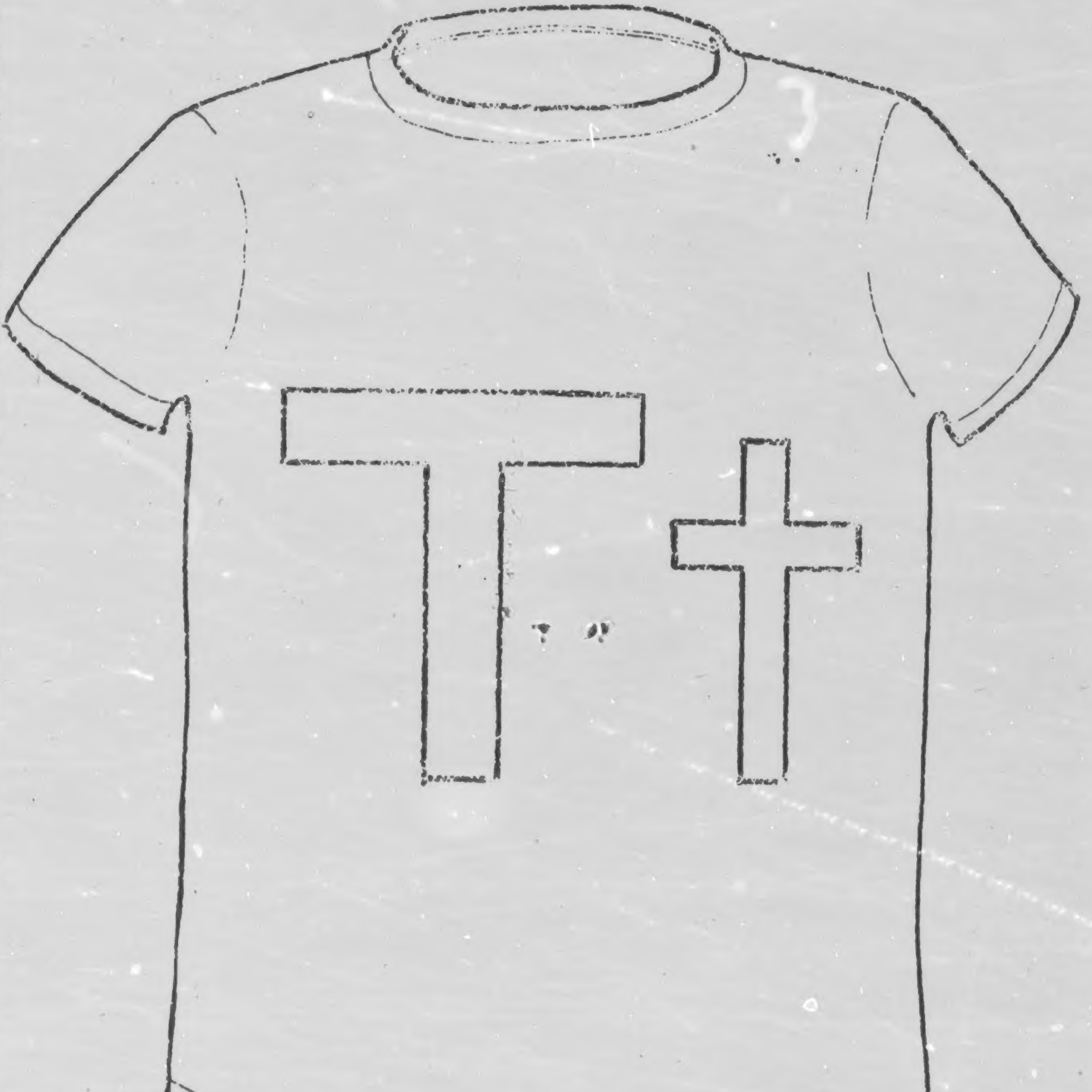

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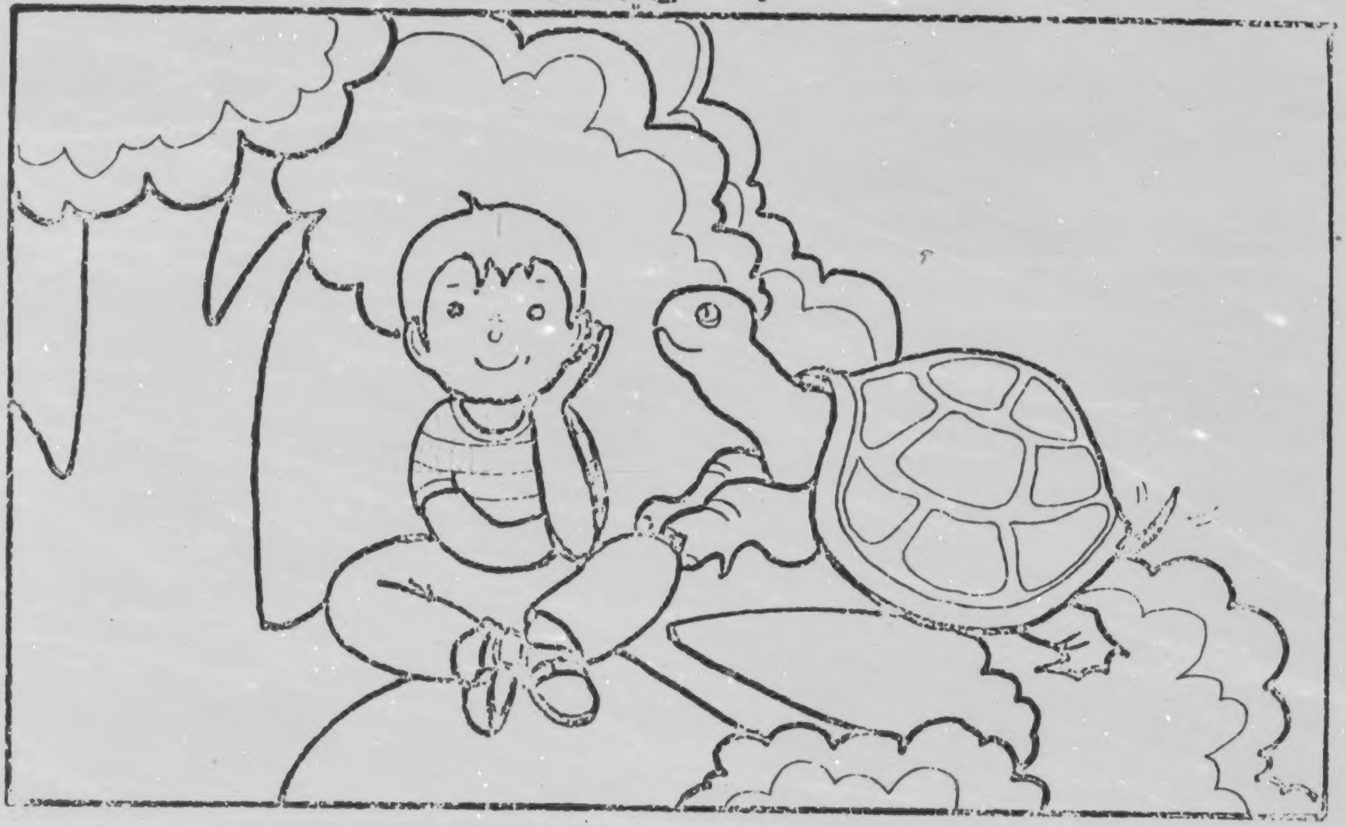
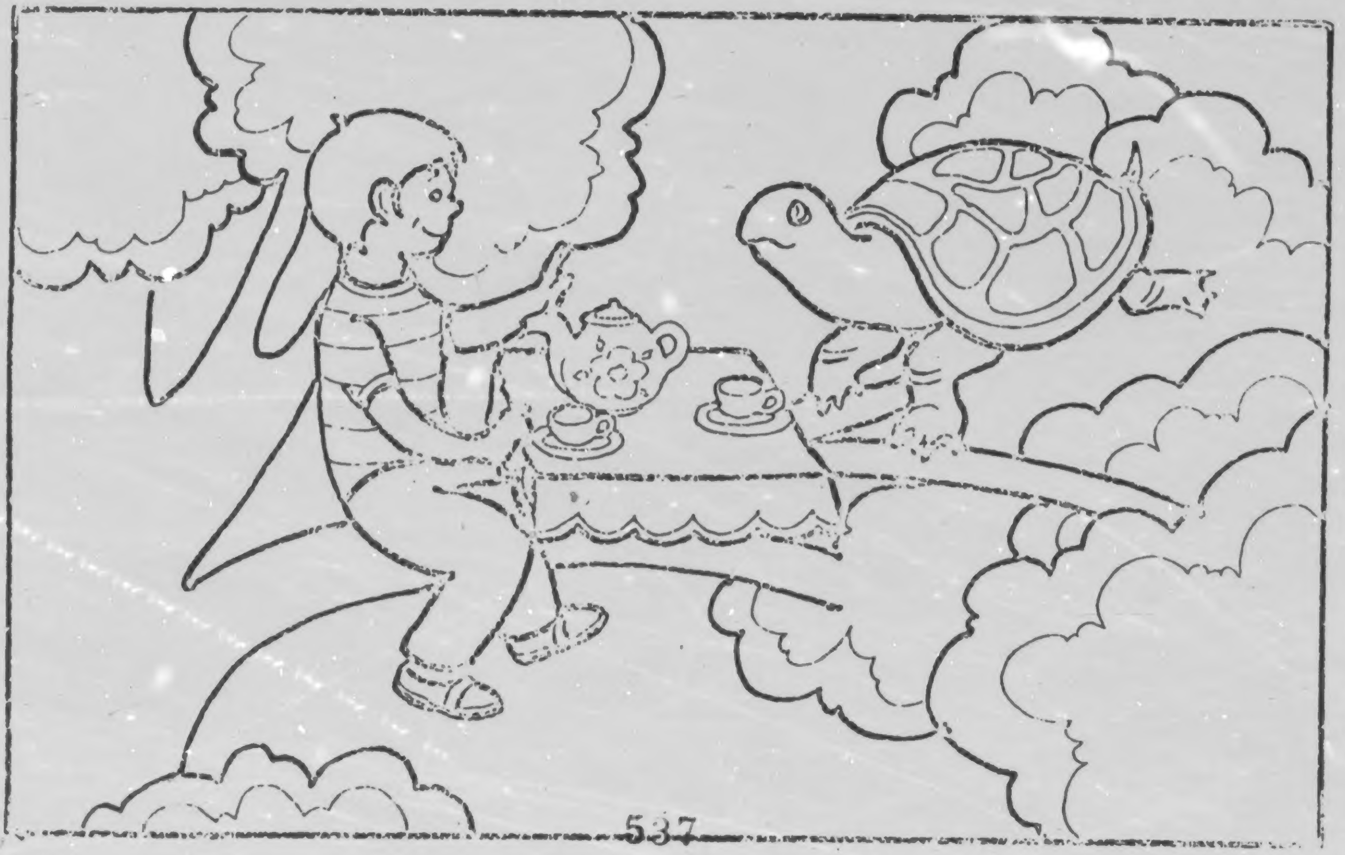
Page 4





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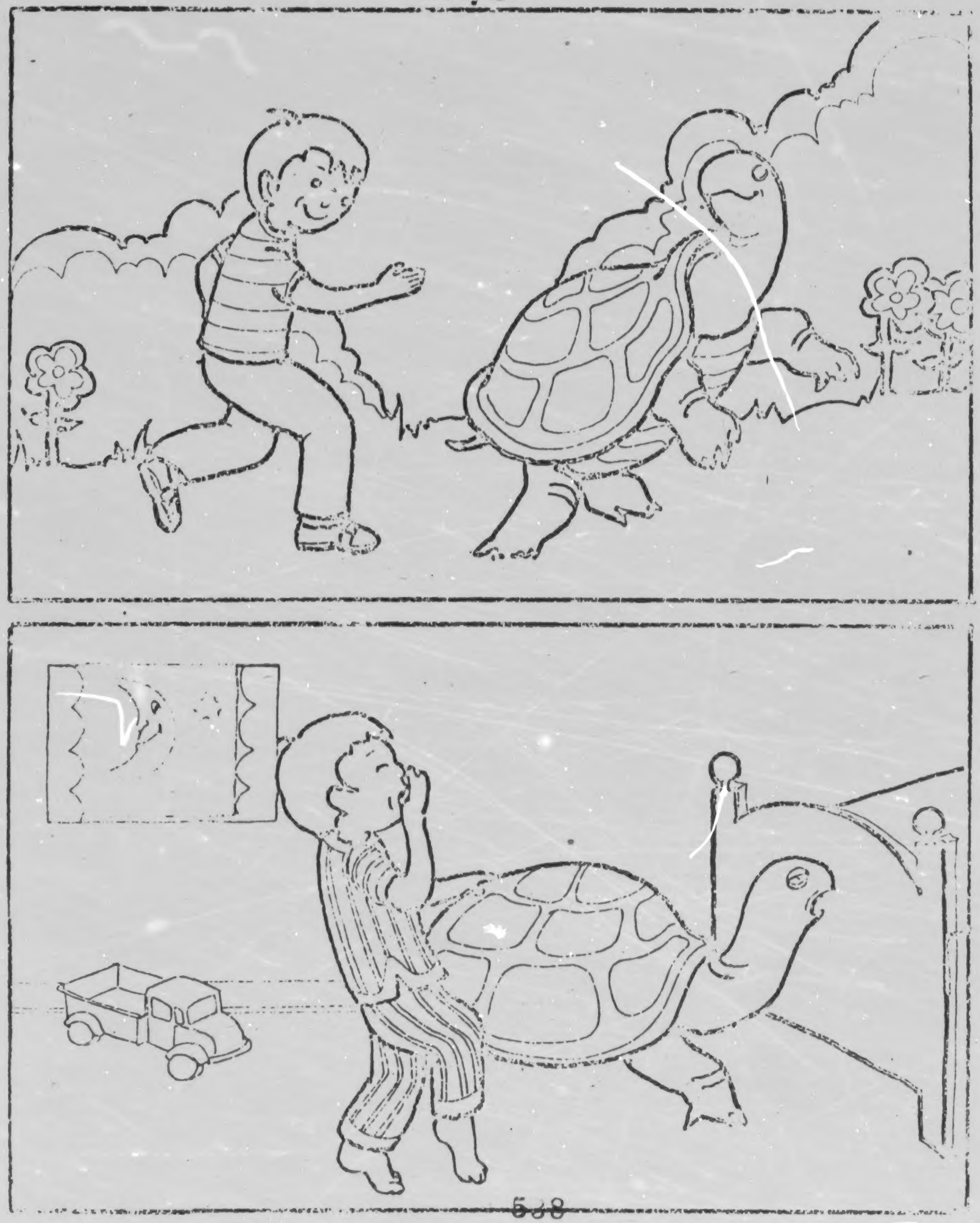
Page 5



R-15

LESSON FORTY-SEVEN

Instructions

In this lesson your child will review the letter T. On one work sheet he must pick out the T-sounds from other letter sounds. This is an important check on his understanding. If your child has trouble with this lesson, review lesson 14 with him and then repeat this lesson.

Materials You Will Need

- 4 worksheets
- Magic marker
- Crayons
- 4 gummed letter T's in a small envelope

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TAPING

Clear the track, clear the track (child's name), and get out page 1. BEEP Look - a special freight train is pulling into the station! It's loaded with boxes. Can you tell what is written on the boxes? BEEP Did you say alphabet letters? ..(pause) .. That's correct, but can you tell which letter? BEEP I hope you said: T, the letter that sounds tuh-tuh-tuh. Then I know you remembered your last lesson. Let's look at the letters on those boxes again. There's capital T, the one with the line across the top ..(pause) .. Now touch lower case t, the one with the line through the middle ..(pause) .. Touch all the T's on the train. Pretend you are writing them with your finger. BEEP

Look at the freight yard next to the train. It looks like someone's unloading some boxes. Do you see the dotted T's on the boxes? Take your magic marker and see if you can finish the dotted letters. BEEP If you see a box without any letter, write capital T and lower case t on it by yourself. BEEP Your T-train is going to a very special place that begins with tuh-tuh-tuh. Can you think of a town that begins with tuh-tuh-tuh? BEEP Did you think of our town - Trenton? Good! Then clap your hands and say it loud with me:

Toot, toot, toot-toot-toot,
On the track to Trenton.

I know another town, Tullytown. Clap your hands and say it loud with me:

Toot, toot, toot-toot-toot
On the track to Tullytown.

There is a city in Canada far away. Toronto is its name. Can you clap one more time and say it loud with me:

Toot, toot, toot-toot-toot
On the track to Toronto. BEEP

Toot, toot, you are a fine engineer, but please stop at the station for a moment and look at page 2. BEEP

Do you see the pictures on that page? I want you to say the word for each picture to yourself right now and listen to the sound each word begins with. Some words begin with tuh-tuh-tuh, but some words begin with other sounds. Be careful because I am trying to fool you. Go ahead now and say all the words, say them loud so you can hear them very well. BEEP

Did you say the words? Now comes another job. Take the envelope and shake out the gold letters. Count them, please. BEEP Did you count 4 letter T's? O.K. Now say each word again and if it begins with the sound tuh you paste a letter T on the picture.

Full speed ahead, do a good job, engineer. BEEP

Let's check that game together. Did you paste a gold letter T on the tent? ..(pause) .. Good. What about the turtle? ..(pause) .. Did he get a gold letter too? ..(pause) .. If he did that was correct. Did you also put letters on the telephone and the television? .. (pause) .. If you pasted your four letters on those four things you're on the right track , engineer, so give yourself a big star at the top of the page. BEEP

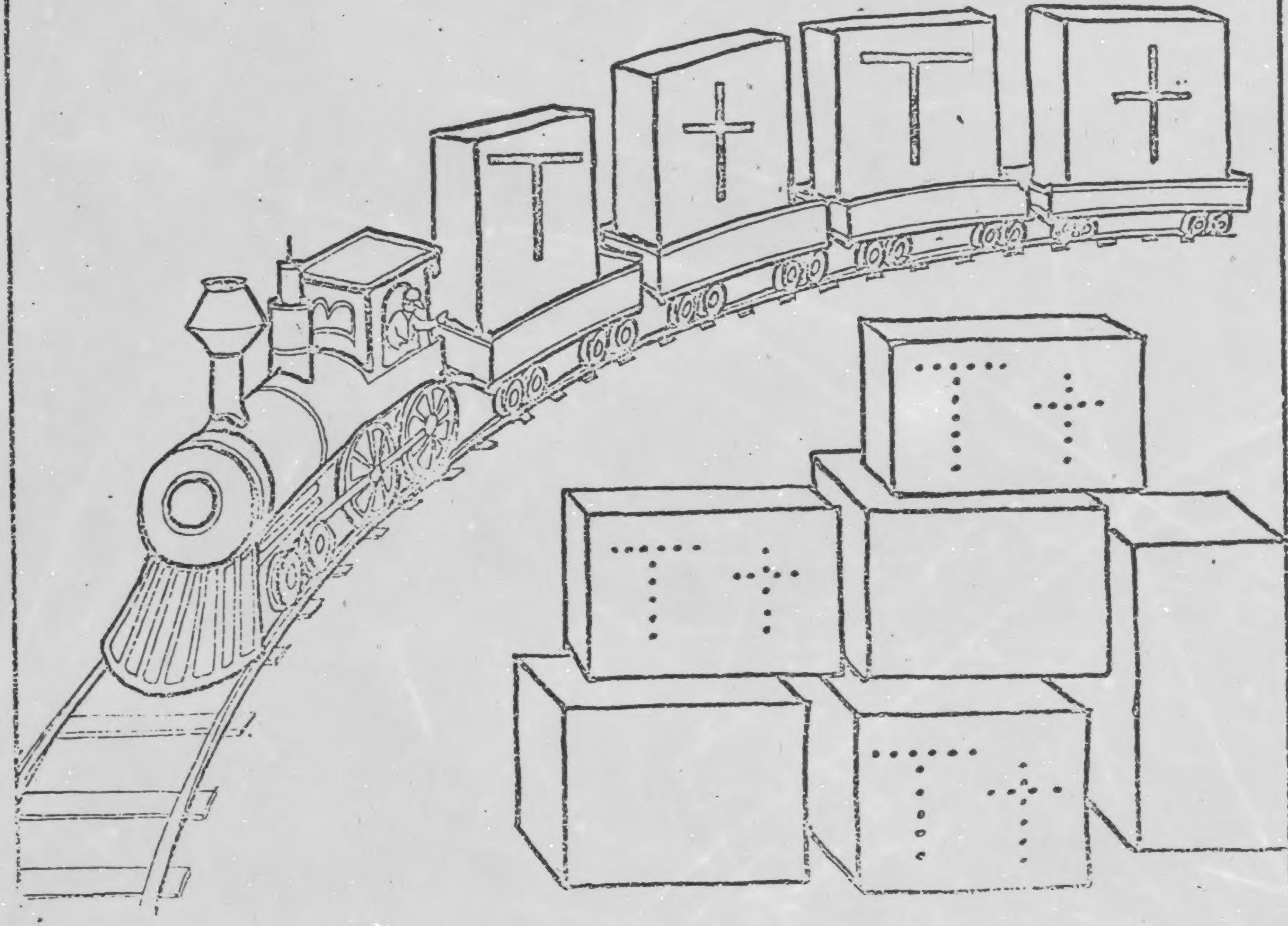
What is that floating down from the sky? No, no (child's name), don't run to the window, look at page 3 of your worksheets. BEEP Do you see five parachutes dropping from the plane? What is that hanging on each parachute? Take a good look! BEEP Did you say that there are words hanging on the parachutes? That's correct! Now listen carefully! One of these words is your mystery word. This mystery word says: Train. Say it loud with me: Train, tttrain. Did you hear the tuh-sound when you started the word? .. (pause) .. Now look at each parachute and find the word that begins with the tuh-sound.

Go ahead and look. BEEP Did you find the word that begins with the sound tuh-tuh? .. (pause) .. Then make a circle around that word. BEEP You can be very proud of yourself if you found the mystery word. It says: Train. If you like, you can color the parachutes now. BEEP

Brakes off, turn up the speed, on the track, engineer. Speed right on to page 4. Take it out and look at it. BEEP There's your train speeding away on the track. Do you see the word at the top of the page? Please read it for me, loud. BEEP I'm sure you read Train, because that's what it says. Touch the letter T, that makes the sound tuh and then slide your finger across the word. Read it with me again. Train ..(pause) ..

Now look under the train. Do you see the dotted word? Please finish it. It will read: Train. BEEP What do you think belongs in the empty box? ..(pause) .. The word Train, now you write it all by yourself BEEP

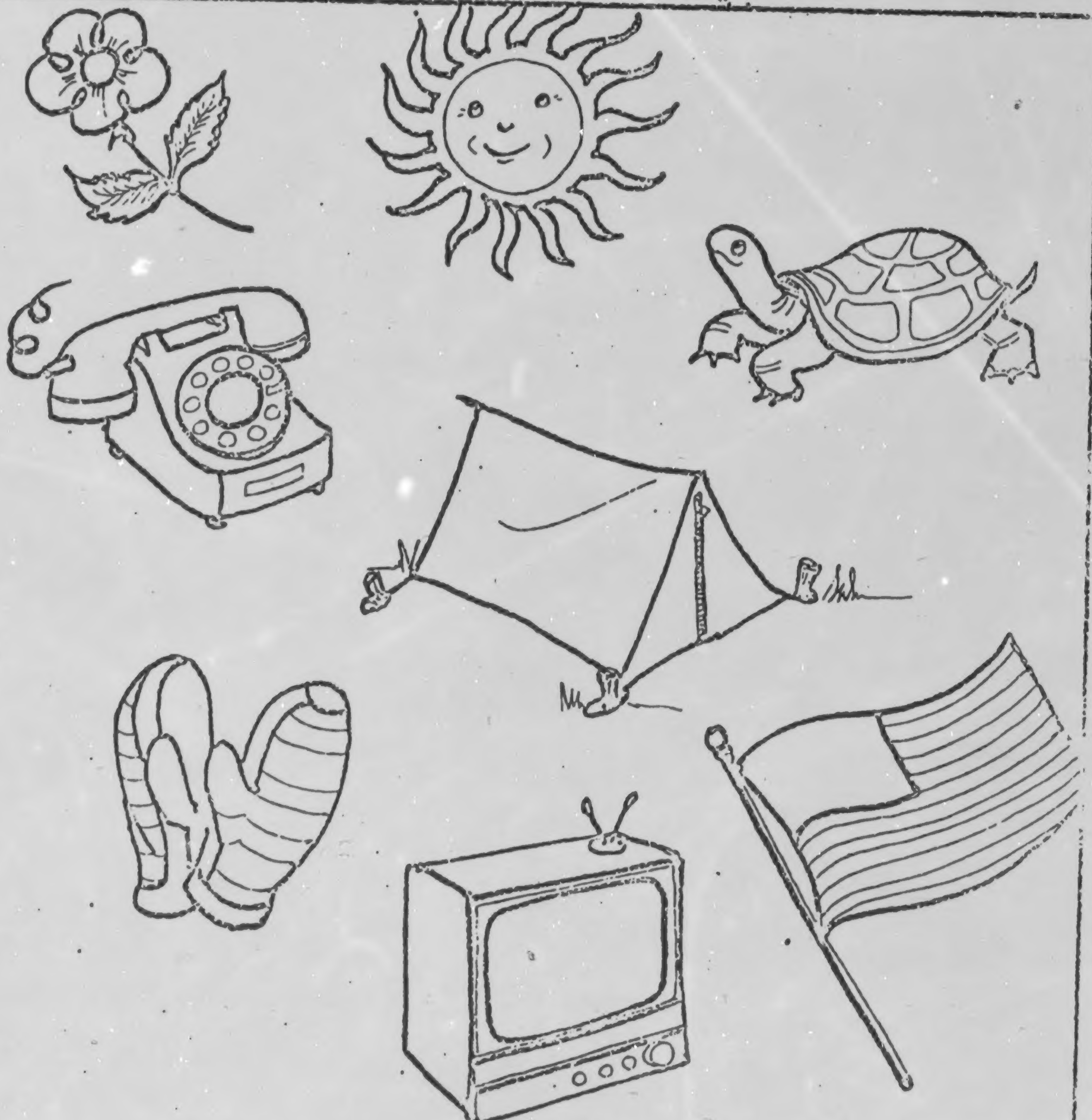
Toot, toot, that's all for today.

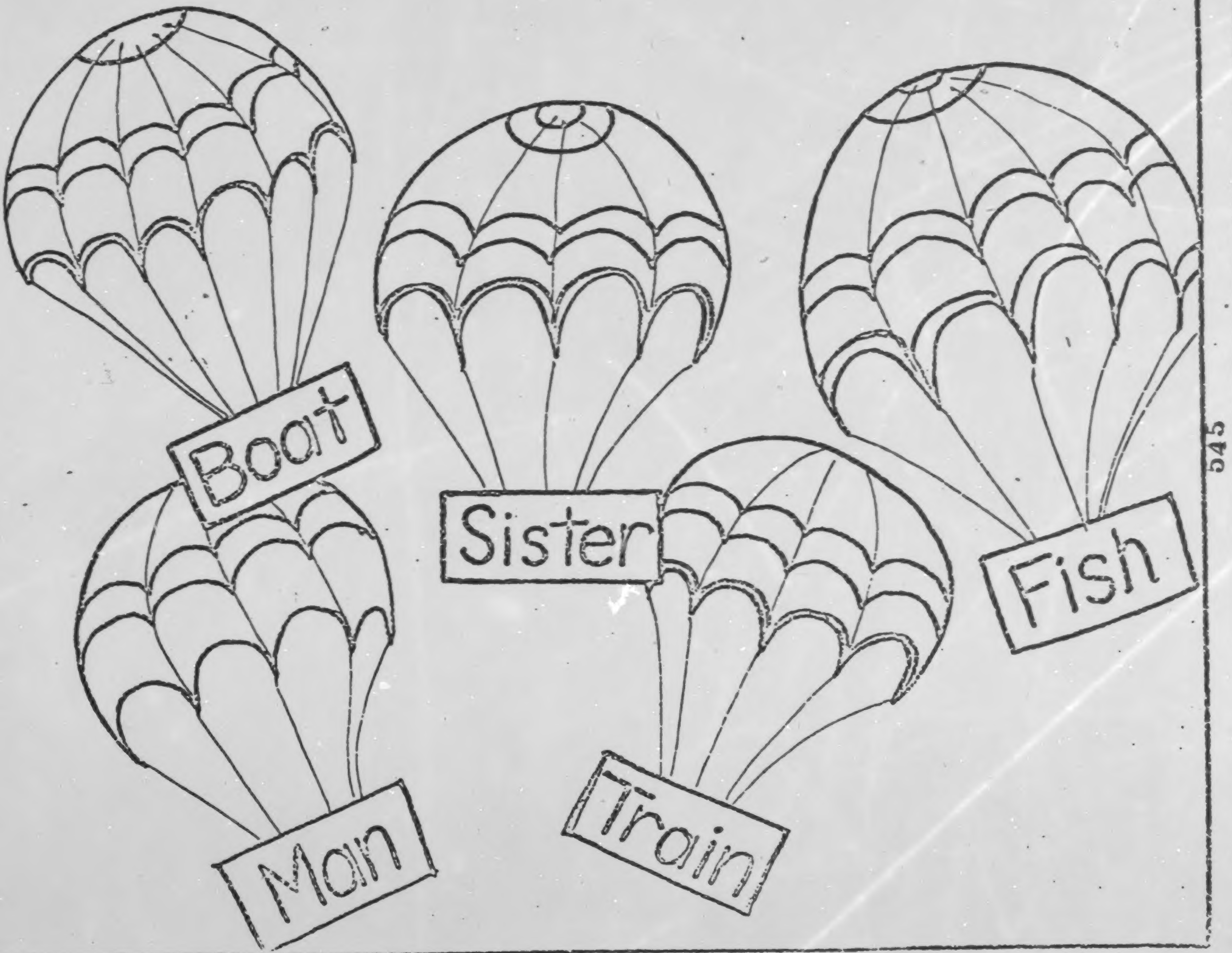


R-15

Page 2

T t

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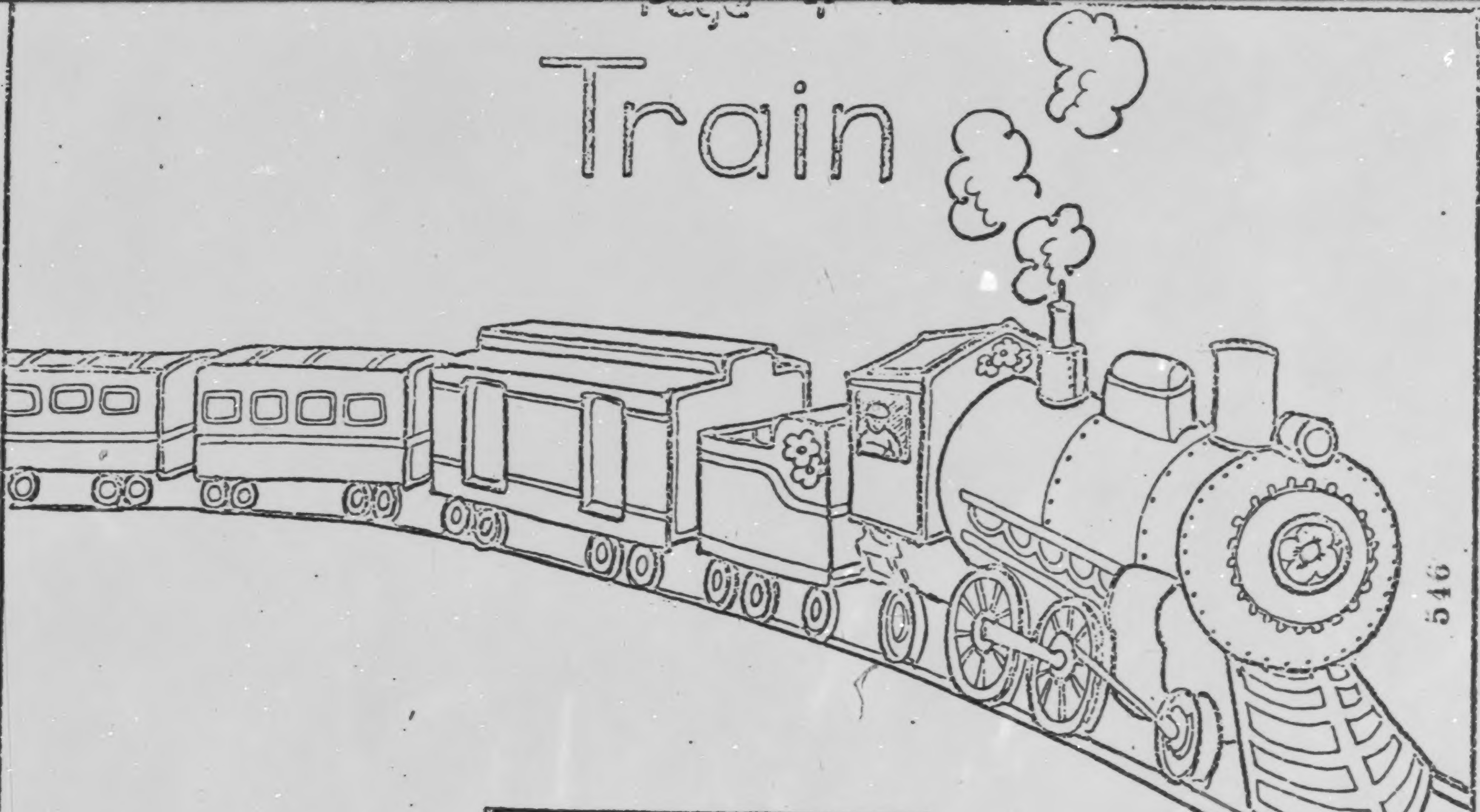
Fish
Man
Train

Train



Train

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R-16

LESSON FORTY-EIGHT

Instructions

This lesson reviews all of the letters and their sounds, as well as the five sight words introduced so far. Be sure to check your child's work carefully when he has finished the lesson. It is important to make sure he can identify all the beginning letters correctly and can read the sight word without any trouble. If your child seems confused about any of the material presented so far, do not hesitate to ask for help and extra materials on the ideas that are giving your child trouble.

Materials You Will Need

5 worksheets
Magic Marker
Crayons

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R-16

TAPING

All aboard! It's time to take off for Letterland! Are you ready? Then take out your worksheets and look at page 1. B E E P I hope you remember that big word you learned in your last lesson. Will you read it for me? B E E P If you said train, you were correct, and that's very good, (child's name). Now draw a picture of a train underneath the word train, and then color it some beautiful colors. B E E P

How many alphabet letters do you think you have learned in your lessons so far? B E E P Well, let's turn to page two and see if you were correct. B E E P Here are five kites. Each one has on it one of the five alphabet letters you've learned. Let's see if you can tell me the sounds those letters make. Point to the letter in the first kite, the letter B. What sound does the letter B make. B E E P If you said buh, buh you were correct. Now look at the second kite. What letter is in it? B E E P The letter M, that's correct. And what sound does the letter M Make? B E E P If you said MMM, you were correct. Good. Now look at the middle kite, the one that has the letter F in it. Can you tell me what sound the letter F makes? B E E P If you said FFFF, you were correct again, (child's name). Now look at that wiggly letter in the fourth kite. What sound does that letter make? B E E P Did you say SSSS, like a snake? If you did, you were correct. That letter is an S. And now that last letter is your newest letter, the letter T. What sound does the letter T make? B E E P If you said T-T-T, you were correct again, and thats very good, (child's name). You have learned your letter sounds very well, and I'm proud of the good work you're doing. Now can you match up all the capital letters in the kites with the lower case letters at the bottom of the page?

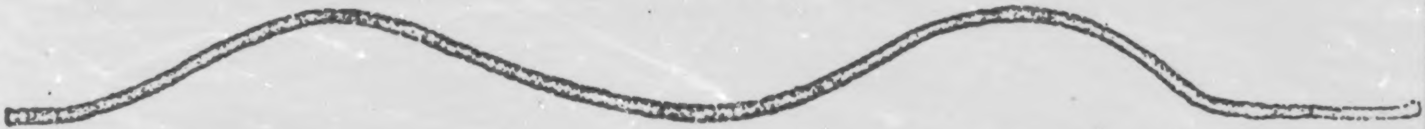
Remember, you're going to match up the letters that make the same sound. Draw a line from the kite to the letter in the circle that makes the same sound as the kite letter. I've joined the two letter T's for you already. Can you finish the rest? B E E P Now turn to page three. B E E P

You played a game once before with apples in an apple tree. Today I have a different kind of fruit tree for you; can you guess what kind it is? B E E P It's a cherry tree, but this is no ordinary cheery tree. This is the Merry Fairy's cherry tree. The Merry Fairy does not have just red cherries on her tree, as most cherry trees do. Merry's cherries are all different colors. Can you color them for her? First take your orange crayon and color the two cherries that make the sound MMMM orange. B E E P Now can you find the two cherries that say FFFF, like in fairy? Color the two F-cherries purple. B E E P Now see if you can find the two cherries that make the sound T-T-T. Color those two T-cherries green. B E E P Now with your blue crayon, color the two cherries that make the sound buh-buh, blue. B E E P Now there are just two cherries left. What sound do those two cherries make? B E EP If you said SSSS, you were correct again, so give yourself a great big star at the top of the page and color them any color you want. B E E P Now turn to page four. B E E P

Here are four hats and they belong to our old frind Ben the Bear's family, his brother and sister and mother and father. But those funny mixed-up bears have forgotten which hat is which. Do you think you can help them? The words on the hats tell you which hat belongs to which bear, but Ben's family can't read such long words. Aren't you glad you can? ..(pause) You'll make everybody happy if you color the hats so that Ben's brother and sister and mother and father can find their own hats. First take your brown crayon and find the hat that has the word Brother on it. Brown is Brother Billy's favorite color, so color the hat that says Brother brown. B E E P Do you remember sister Sonya's favorite color? ..(pause) .. It's red. Can you find her hat? It has the word Sister on it. Color Sister Sonya's hat red. B E E P Mother's favorite color is yellow. Can you find the hat that has the word Mother on it? ..(pause) Color Mother's hat yellow. B E E P Now that last hat can only belong to one person. Whose hat is it? B E E P It's Father's hat, of course. Father likes all the colors, so color Father's hat your favorite color. B E E P

Now you're going to have to be a very clever detective for this next game. I have another mystery word for you and you will see it if you look at page five. B E E P I'm going to give you just three clues and if you think hard, like a good detective, you'll be able to discover what the mystery word is from those three clues. Are you ready for the first clue? ..(pause) .. Then look at the first letter in the mystery word. What sound does it make? B E E P If you said buh, you got the first clue correct. Very good, (child's name). Now here's your second clue. Look at the last letter in the mystery word. What sound does that letter make? B E E P If you said tuh, you just figured out the second clue, too. You're a wonderful detective. Now you know that your mystery word begins with buh and ends with tuh. So here's your last clue. Listen carefully. The word you are looking for is something that sails on the water. Now you have all the clues: it begins with buh, it ends with tuh, and it's something that sails on the water. Have you guessed the mystery word? B E E P The mystery word is Boat, and if you got it correct you're a super-duper detective, so give yourself a big star at the top of the page. B E E Now draw a boat underneath the word Boat and then color it whatever color you want to. And that's the end of your lesson for today, (child's name).

train



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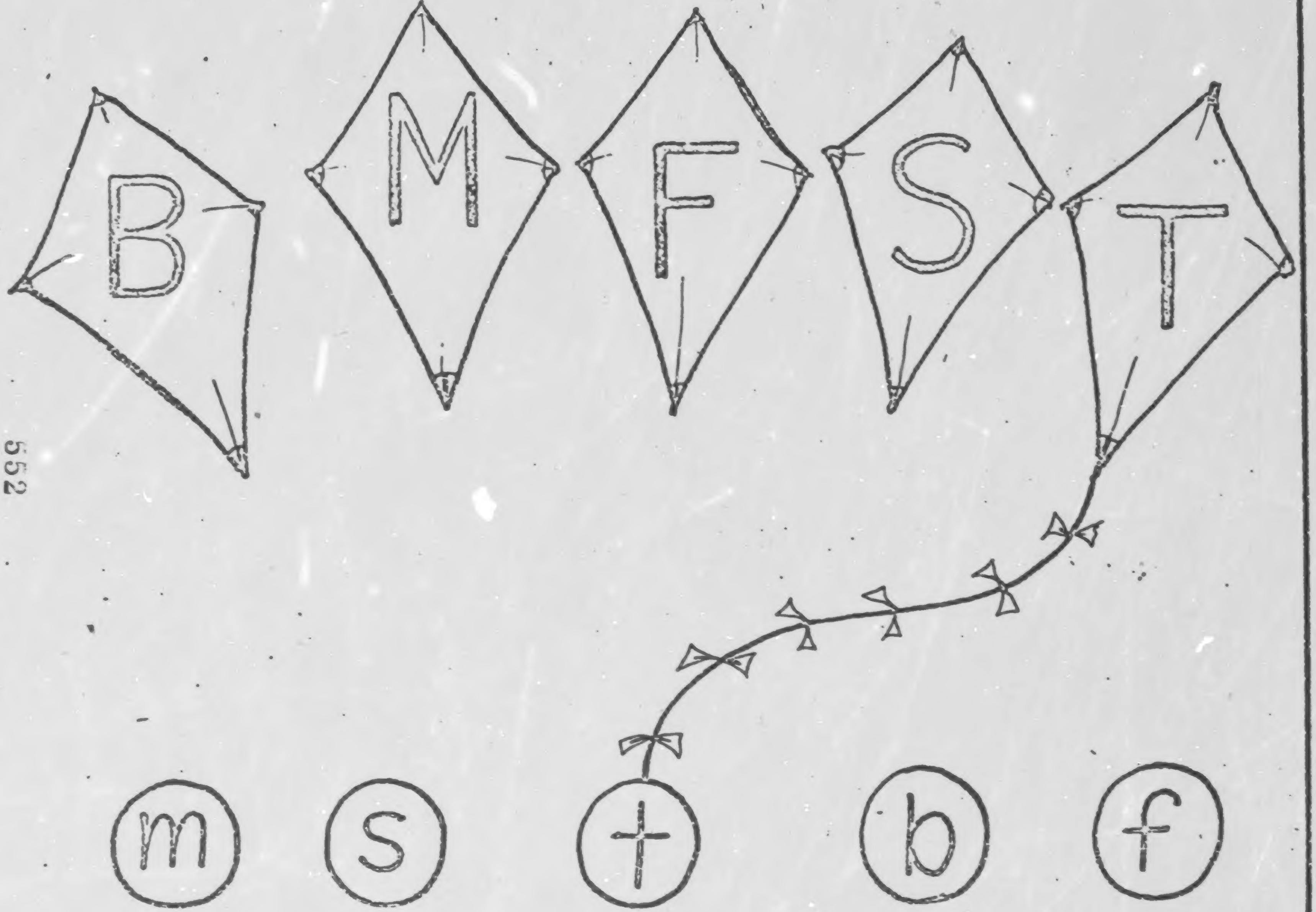
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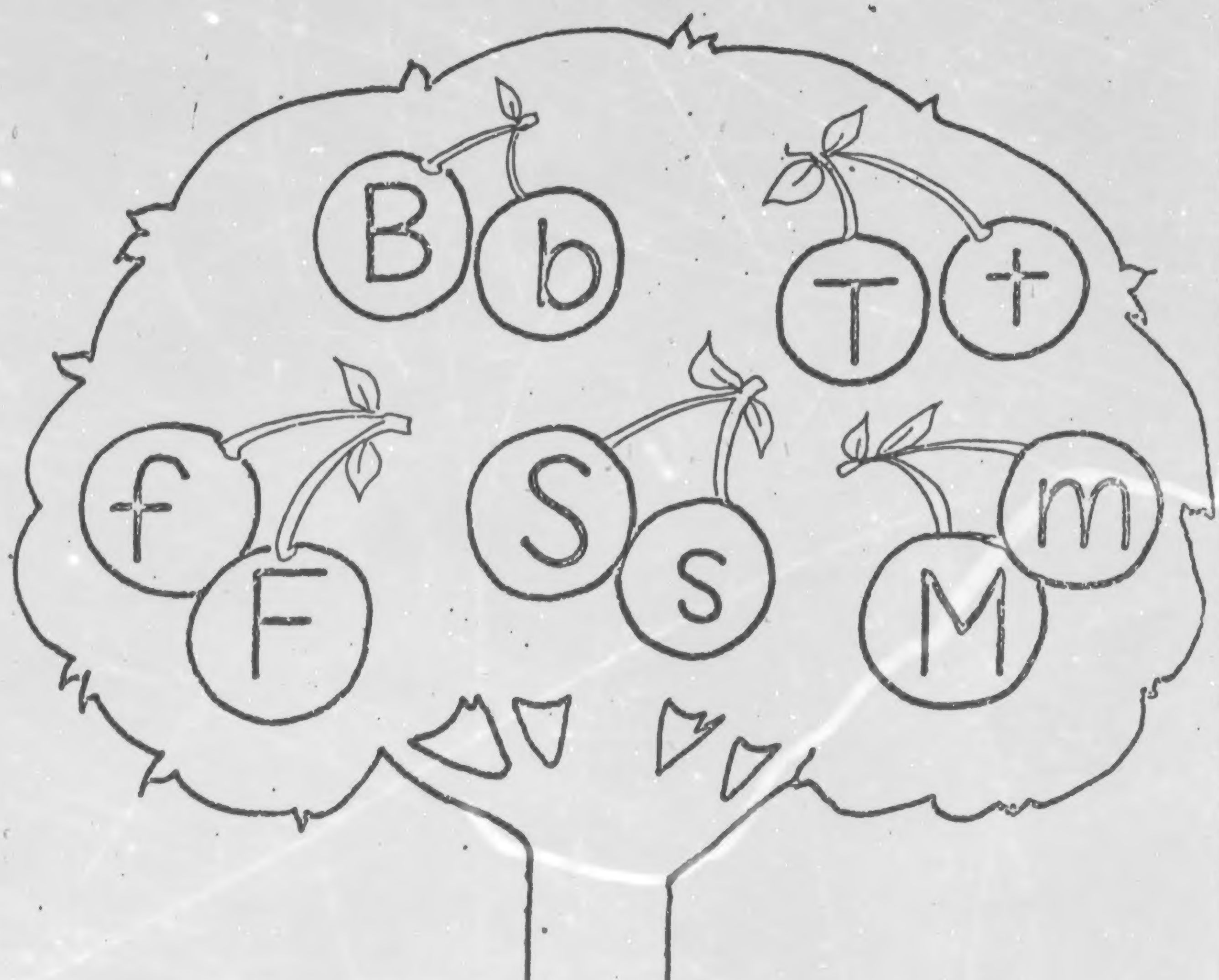
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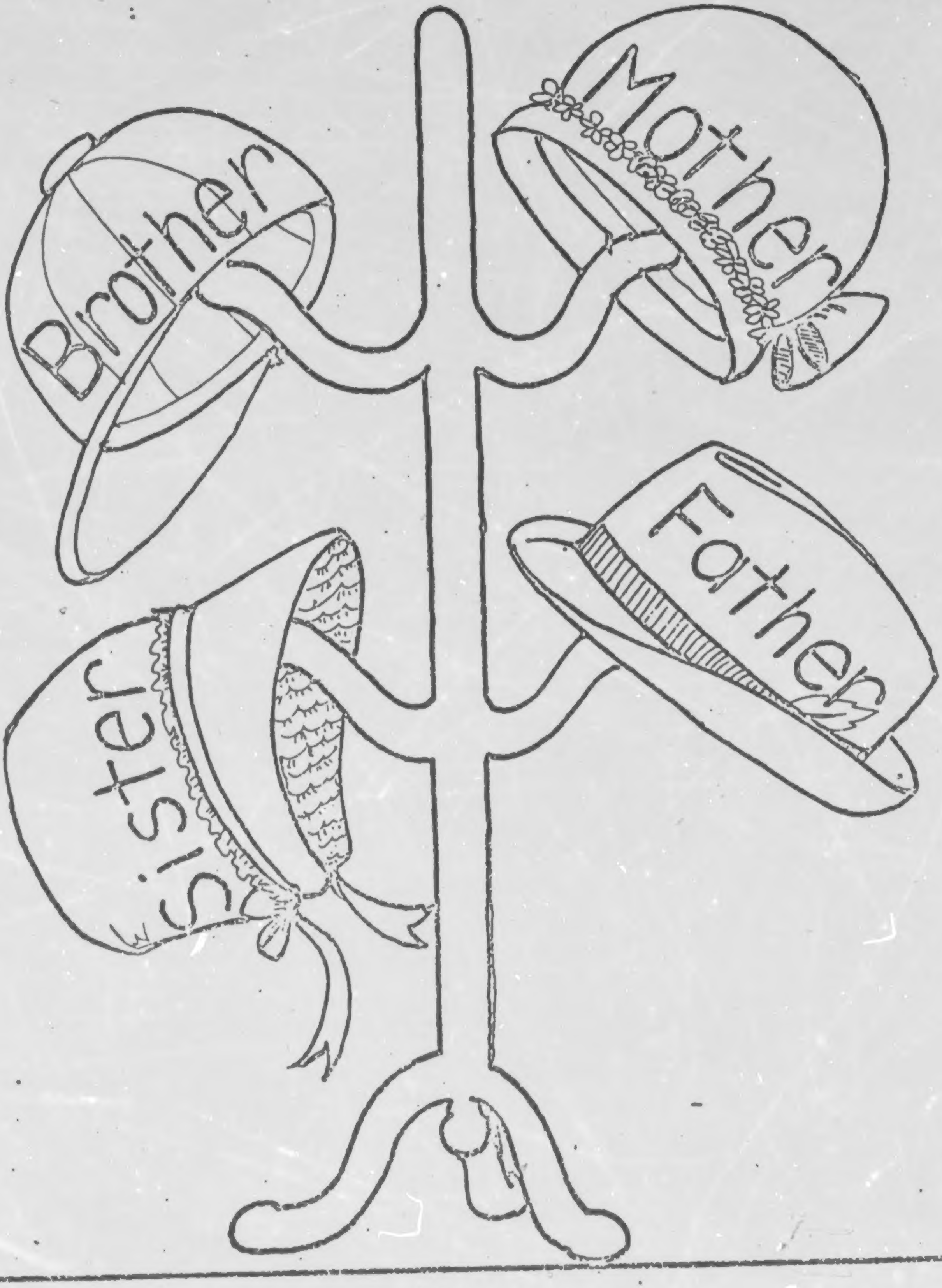
Brother
Mother
Father
Sister

boat

LESSON FORTY-NINE

Instructions

In today's lesson your child will learn a new letter - the letter C (pronounced like the C in cup). There are two possible difficulties to watch out for in making the tape and supervising your child's work. This is the first letter whose letter name is quite different from the sound it makes at the beginning of a word. For example, the difference between the letter name B and the sound buh or the letter name T and the sound tuh is so slight that it rarely confuses a child. There is, however, a big difference between the letter name C and the hard sound k, which begins such words as cup, cow, or candy. For this reason, in this lesson, the letter name is not mentioned at all. C is presented just as a letter which makes the k sound.

The hard sound which the letter C makes has been written throughout as k. Be careful to say kuh, and not the letter name (Kay) when you see the sound k (always underlined) in the text. Also, a second possible source of confusion is the fact that the sound k is sometimes hard to distinguish on tape. Be especially careful to speak slowly and distinctly whenever you are pronouncing the hard C sound at the beginning of a word.

The second sound the letter C makes (as in cereal or cigarette) will be introduced later. It would only confuse your child to bring up this second sound now. If, however, he should observe this fact on his own and ask about it, tell him simply that this letter is a very special letter because it makes two sounds and that he will learn the second sound later.

Materials You Will Need

5 worksheets
Magic Marker
Crayons

TAPING

Today you're going to learn a brand new letter, (child's name). I think you'll like this letter, too, because when you've learned the sound it makes it will remind you of all kinds of yummy things to eat. Take out your work sheets and you will see your new letter on page 1. B E E P

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Let's play a game with your new letter. I'm going to name all the good things to eat I can think of that begin with that letter. You can be a copy cat and say them after me. When we've said all the words together, see if you can tell me what sound your new letter makes. Are you ready?. . (pause). . Then say after me: Candy. . (pause). . Cake. . (pause). . Cookies. . (pause). . Corn on the cob. . (pause). . Creamsicle. . (pause). . Cocoa. . (pause). . Crackerjacks. . (pause). . Cranberry sauce. . (pause) . . Coconut. . custard. . (pause). . Could you guess the sound that your new letter makes? B E E P . . . If you said k - k - k, like in candy or cake, you were a very clever cookie! I can think of two more words that begin with your new letter - Crayon and Color. Will you take your crayons and color those two letters that make the sound K? Use any two colors you like. . . B E E P . . . Now turn to page two. . B E E P

Here are six more things that all begin with your new letter. What sound do you think they all start with? . . B E E P . . If you said k, like in cake and candy, you were correct. Now let's name all those k-words together. Point to the first box. What do you see?. . B E E P . . I know you got that one correct. It's a cat. Now look at box two. What do you see that begins with k?. . B E E P . . If you said candle, you were correct again. Very good, (child's name). What do you see in box three?. . B E E P . . A cup, good for you. And what about box four? What do you see that begins with k?. . B E E P. . If you said cow, you were correct. Now look at box five. Tell me what you see. . B E E P . . Did you say comb? If you did you were correct again. And now there's just one more picture for you to name. What do you see in box six?. . B E E P. . If you said car you got that one right, too. And if you named all six pictures correctly, give yourself a big star at the top of the page. Now turn to page three. . B E E P

What do you see?..B E E P . . If you said a clock, you were correct. But this is no ordinary clock; it's a very special kind of clock. Do you know what kind of clock it is?. . B E E P. . It's a cuckoo clock. The cuckoo is a funny little bird. And do you know what that little wooden cuckoo on a cuckoo clock does. Every hour it pops out of its house and says "cuckoo." At one o'clock, it says just one "cuckoo." At two o'clock, the cuckoo says "cuckoo, cuckoo." What do you think it says at three o'clock?. . B E E P . . Did you say "Cuckoo" three times? If you did, then you guessed how that little cuckoo helps to tell what time it is. Let's pretend you're a cuckoo! Crawl under the table and follow my instructions. Don't turn off the tape recorder. Just do what I tell you to do. Now crawl under the table . . (pause). . Now pretend you're a cuckoo at one o'clock. Pop out of your house and say "cuckoo" one time. . (pause) . . Now be a cuckoo at two o'clock. . (pause). . now be a cuckoo at five o'clock. . (pause). . Now make believe you're a cuckoo at ten o'clock. . (pause). . Wow! That's hard work isn't it? But you were a wonderful cuckoo!

Now turn to page four. . B E E P. . There's a hidden picture on this page. Can you guess what it is? Here's how to find out. Look at the two boxes at the top of the page. Do you remember those two words from your last lesson? Find the box that has the word train in it and color that box red. . B E E P. . What does the word in the second box say?. . B E E P . . If you said Boat, you were correct. Very good, (child's name). Color the boat box blue. . B E E P . . Now look at the surprise picture. Do you see all those boat and train words? Take your blue crayon and color all the spaces that have the word boat in them blue. . B E E P. . Now all the rest of the spaces have the same word in them. What word is it?. . B E E P. . If you said train, you were correct. Take your red crayon and color all the spaces with the word train in them red. . . B E E P . . Have you discovered what the hidden picture is, (child's name)? What is it?. . B E E P. . If you said train, then you played this game very well, so give yourself a big star at the top of the page. . B E E P. .

Now I have one more game for you to play today. It's another mystery word game. You were such a super-duper detective in your last lesson, I thought you might want to be a detective again today. Today's word is a very easy one and I'm sure you'll guess it from the three clues. Turn to page five and you'll see today's mystery word. . B E E P . .

Are you ready for your first clue?. . (pause). . Then look at the first letter in the word and say the sound it makes. . B E E P . . . Did you say k, like in cake and candy? If you did, then you've figured out the first clue. Now look at the last letter in the mystery word. What sound does it make?. . B E E P. . If you said tuh, then you just figured out the second clue, too. Now you know that the mystery word begins with _k_ and ends with _t_. Here's the last clue. The mystery word is an animal that has a long tail and purrs. Do you know what it is?. . B E E P . . If you said _c_at, then you were a super-duper detective again. Good for you, (child's name). Draw a picture of a cat underneath the word _cat_, and then color it the color of your favorite cat. . B E E P . . That's all for today, (child's name).

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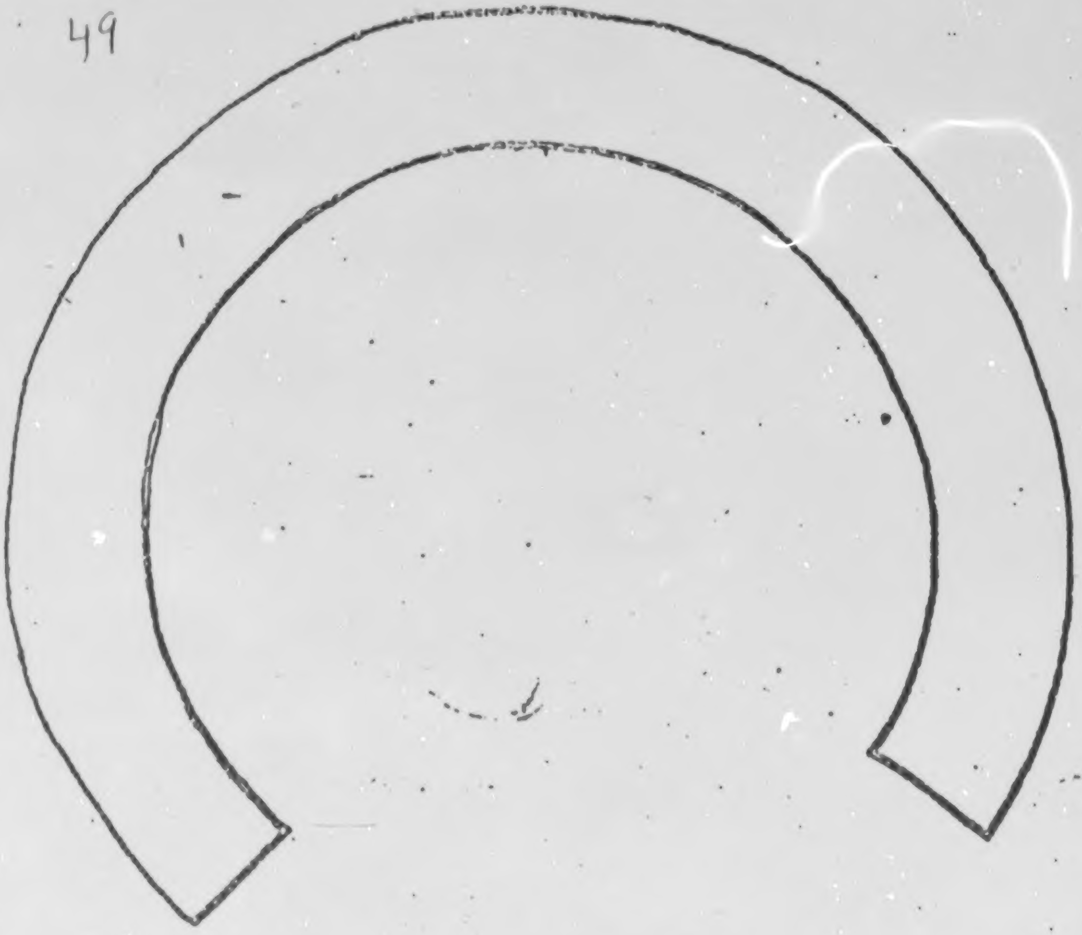

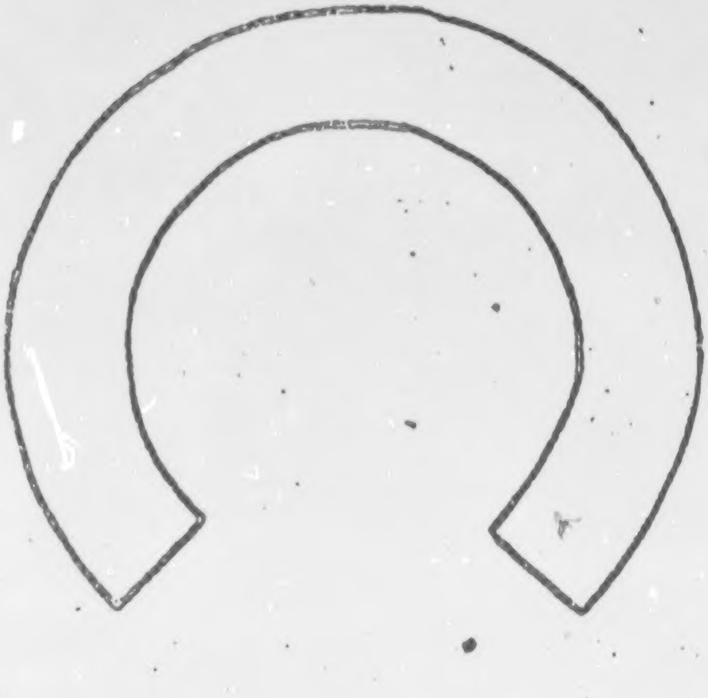

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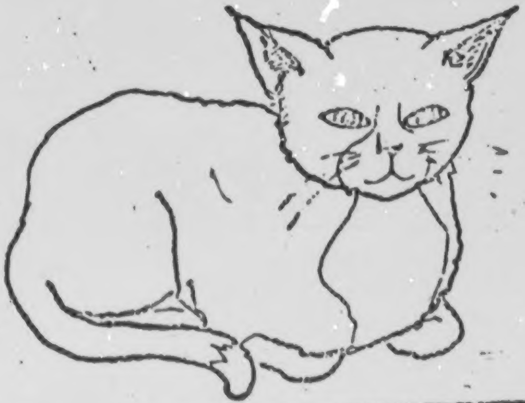

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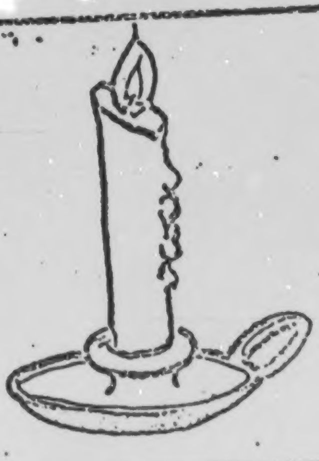

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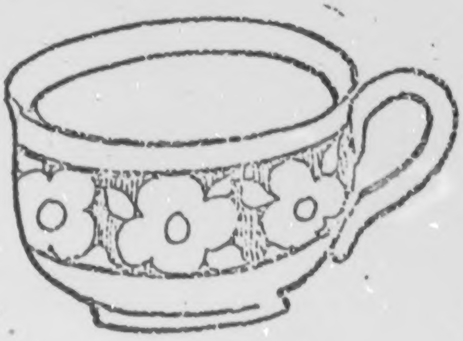

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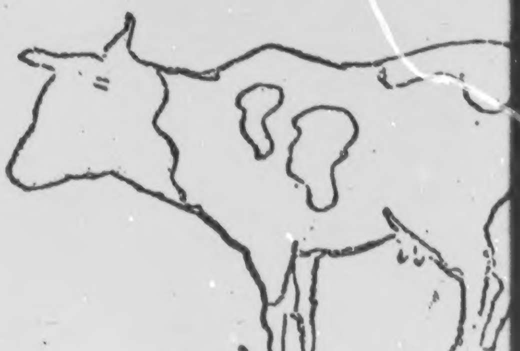

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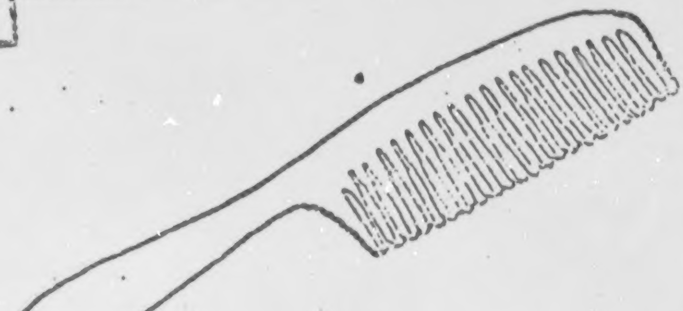

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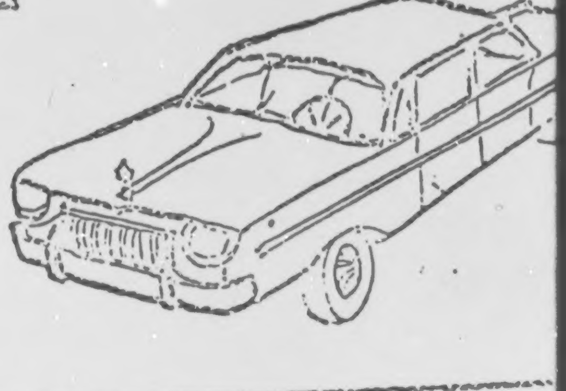

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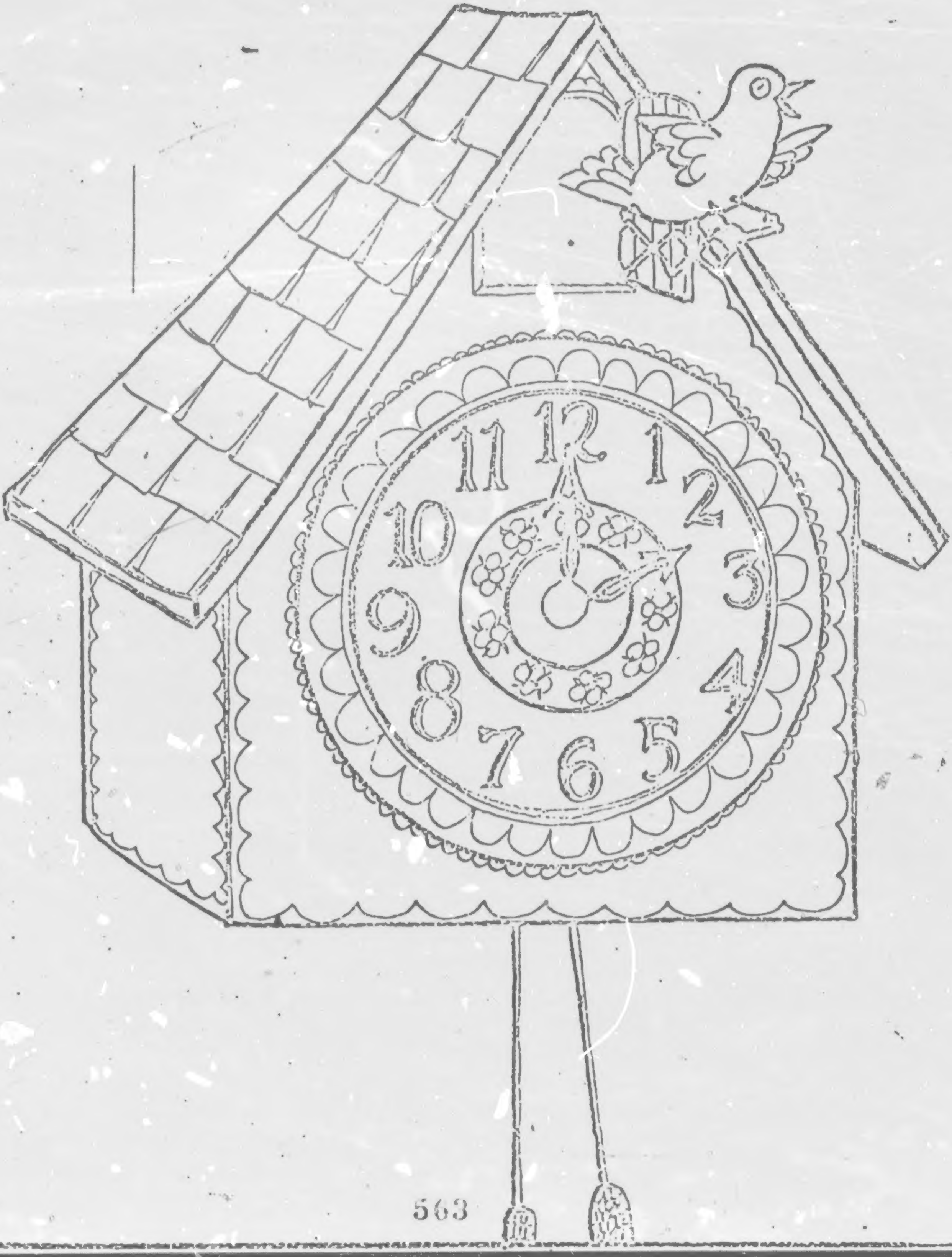
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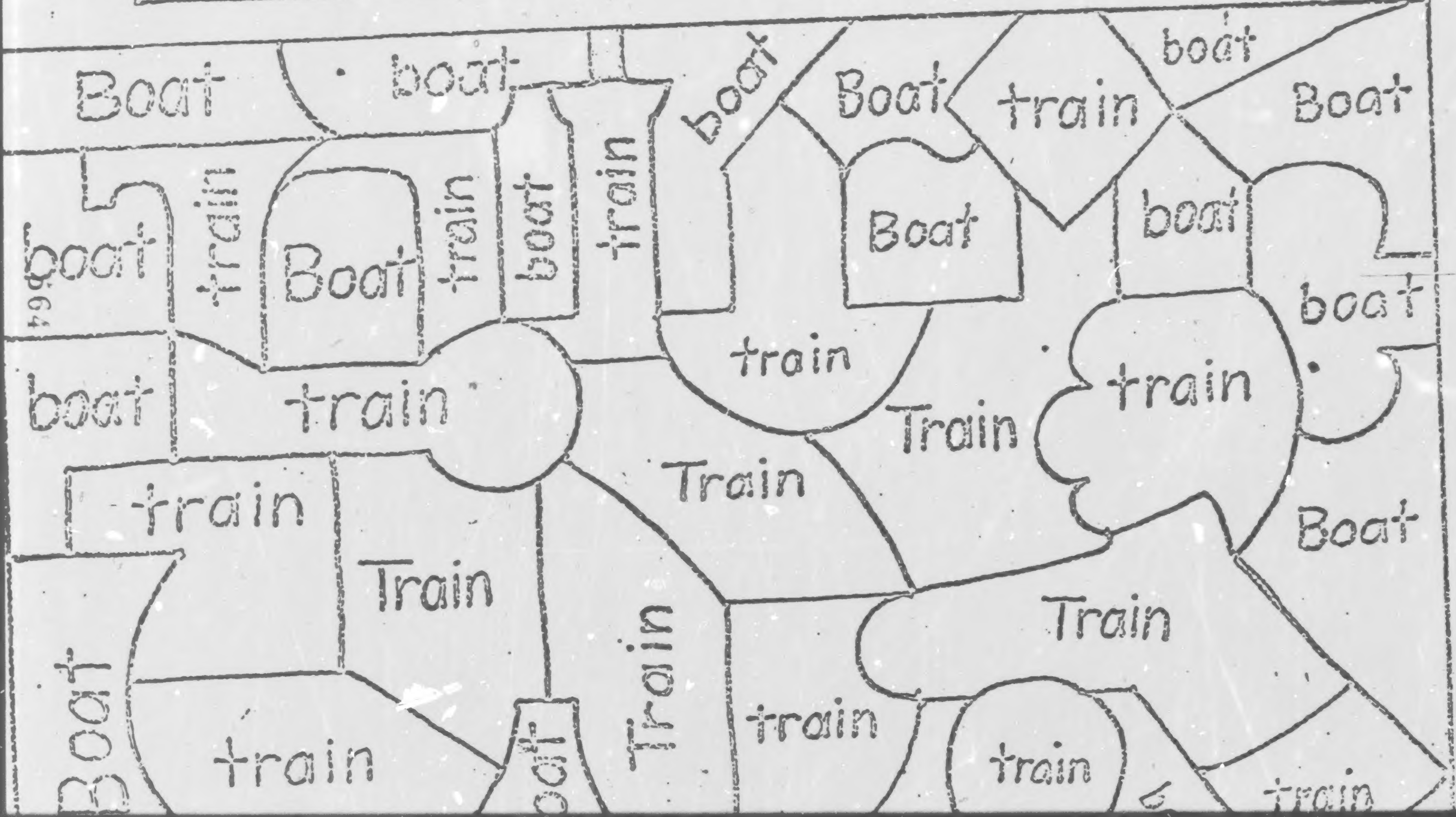
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LESSON FIFTY

Instructions

Today's lesson goes over the letters and words your child has already learned.

Materials You Will Need

6 worksheets
Magic Marker
Crayons
3 gummed letter C's
in a small envelope

TAPING

Cuckoo, cuckoo, cuckoo! It's time for your lesson, (child's name), so take the worksheets out of your folder and look at page one. . BEEP . . Do you remember the new letter you learned last time? . . (Pause) . . What sound does it make? . . BEEP . . If you said k - k - k, like in cake and candy, you were right. Do you remember what kind of little bird you made believe you were -- a bird that begins with k? . . BEEP . . A cuckoo, that's correct.

Today you'll see a different kind of bird. Look at page two and see if you know what kind of birds those are. . BEEP . . Did you say crows? Very good, (child's name). Can you tell what alphabet letter the word crow begins with? . . BEEP . . The letter C that makes the sound k, like in crow. I drew a letter C on two of the crows. Will you take your magic marker and draw letter C's on all the rest of the crows? . . BEEP . . What are all those crows doing? . . (Pause) . . They're eating up all of Farmer Cooper's corn, that's what they're doing. Do you think Farmer Cooper is happy about that? . . (Pause) . . Not one bit. That's why he put that funny fellow in his cornpatch. Do you know

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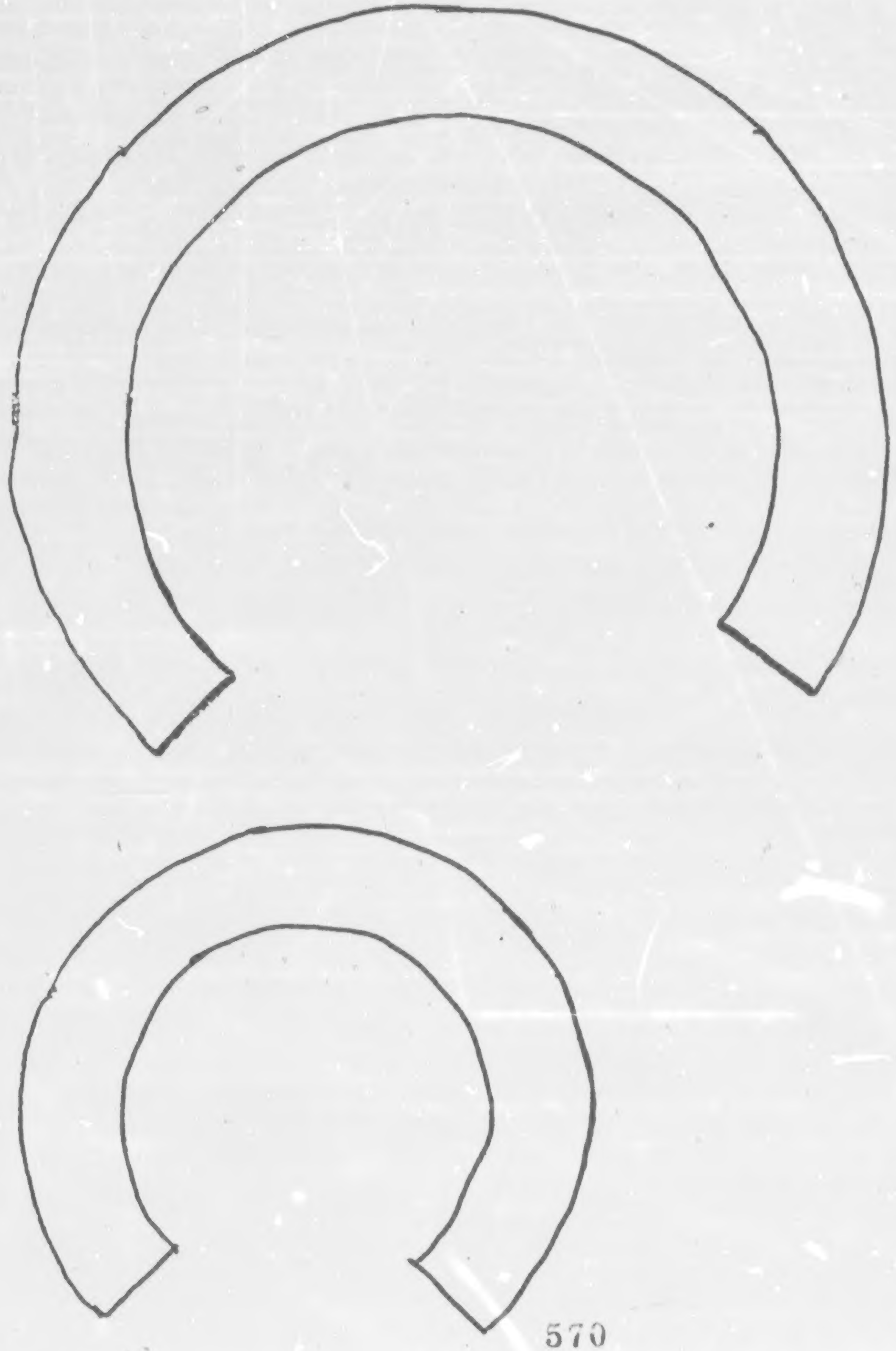
what that's called? . . B E E P . . That's a scarecrow, and it's supposed to scare the crows away. I don't think it's very scary, do you? . . (Pause) . . Neither do the crows. They just say, "Caw, caw, caw," and go right on eating up all Farmer Cooper's corn. Can you pretend you're a crow and say "Caw, caw, caw?" Let's hear you, nice and loud . . (Pause) . . Those crows are all very fat, from eating so much corn. So they waddle around, like fat old men. Can you make believe you're a fat, lazy, old crow? Tuck your hands in your armpits and then your arms will look like crow's wings. Then waddle around the room and say, very loudly and crossly, "Caw, caw, caw. . . corn, corn, corn. . . caw, caw, caw. . . corn, corn, corn. . ." B E E P . . That was very good, (child's name). You certainly sounded like a cross old crow.

You know, every since our last lesson, I've been trying to think of a word that has lots of letters in it that make the sound k, like in cake and candy. I finally thought of one and you'll see it underneath the picture on page three. Tell me what it is. . B E E P . . Did you say "Coca-cola?" You're right! Say Coca-cola and listen to all the k sounds you make . . (Pause) . . Coca-cola, say it after me . . (Pause) . . How many letter C's that say k - k do you see in Coca-cola? . . B E E P . . If you counted three you were right again. Now turn to page four. . B E E P . .

Here is a whole case of Coca-colas. Take your magic marker and write the letter C on every Coca-cola bottle you see. . B E E P . . Now turn to page five. . B E E P . .

Do you remember all the good things to eat we know that begin with the letter C, like candy and cookies and cracker-jacks and coconut cake? . . (Pause) . . Here are some more good things to eat and some of them begin with the letter C too. Some don't. Let's name them. Point to the first box. What do you see? . . B E E P . . Corn on the cob, that's correct. Now look at box two. Can you tell me what that is? . . BEEP . . If you said bread, you were correct. What's that in box three? . . BEEP . . Cake, very good, (child's name). Now look at box four. Tell me what you see. . BEEP . . If you said grapes you were correct, again. Now look at box five. What do you see in that box that's good to eat? . . BEEP . . If you said bananas, you were correct. Now there is just one more picture for you to name. What do you see in box six? . . BEEP . . If you said carrots, you know you're together! Now can you find the three things that begin with the sound k that the letter C makes. Before you begin, take out the little envelope that's in your folder and look inside . . BEEP . . What did you find? . . BEEP . . You should have three gold letter C's and you can paste them on the three pictures that begin with the letter C. Name each picture one more time and listen carefully to the sound each word begins with. If it begins with k - k - k, then paste one of the gold letters on that picture. . BEEP . . Which three pictures did you find that begin with the letter C? . . BEEP . . If you pasted your gold letters on the corn and the cake and the carrots, then you played the game 100% correctly, so give yourself a big star at the top of the page. . BEEP . .

Today I have another mystery word for you to guess. I tried to think up a trickier one for you this time. But I'm sure you'll be able to figure it out anyway. Turn to page six. . BEEP . . Are you ready for the first clue? . . (Pause) . . Then look at the first letter in your mystery word and tell me what sound it makes? . . BEEP . . If you said MMM, you got the first clue. Now listen carefully to the second clue. The mystery word is a little furry animal, as big as your hand, with a long, skinny tail. Can you guess the word yet? . . (Pause) . . Well, then, here's the last clue. It's gray and it rhymes with house. Have you got that? Your mystery word begins with MMM, it's a little, gray, furry animal that rhymes with house. What is it? . . BEEP . . If you said mouse, you were absolutely correct. Give yourself a great big star for that fine detective work! Then draw a mouse underneath the word mouse and color it, too, if you want. . BEEP . . I hope you enjoyed your lesson today. You're doing great work, (child's name), and I'm proud of you.



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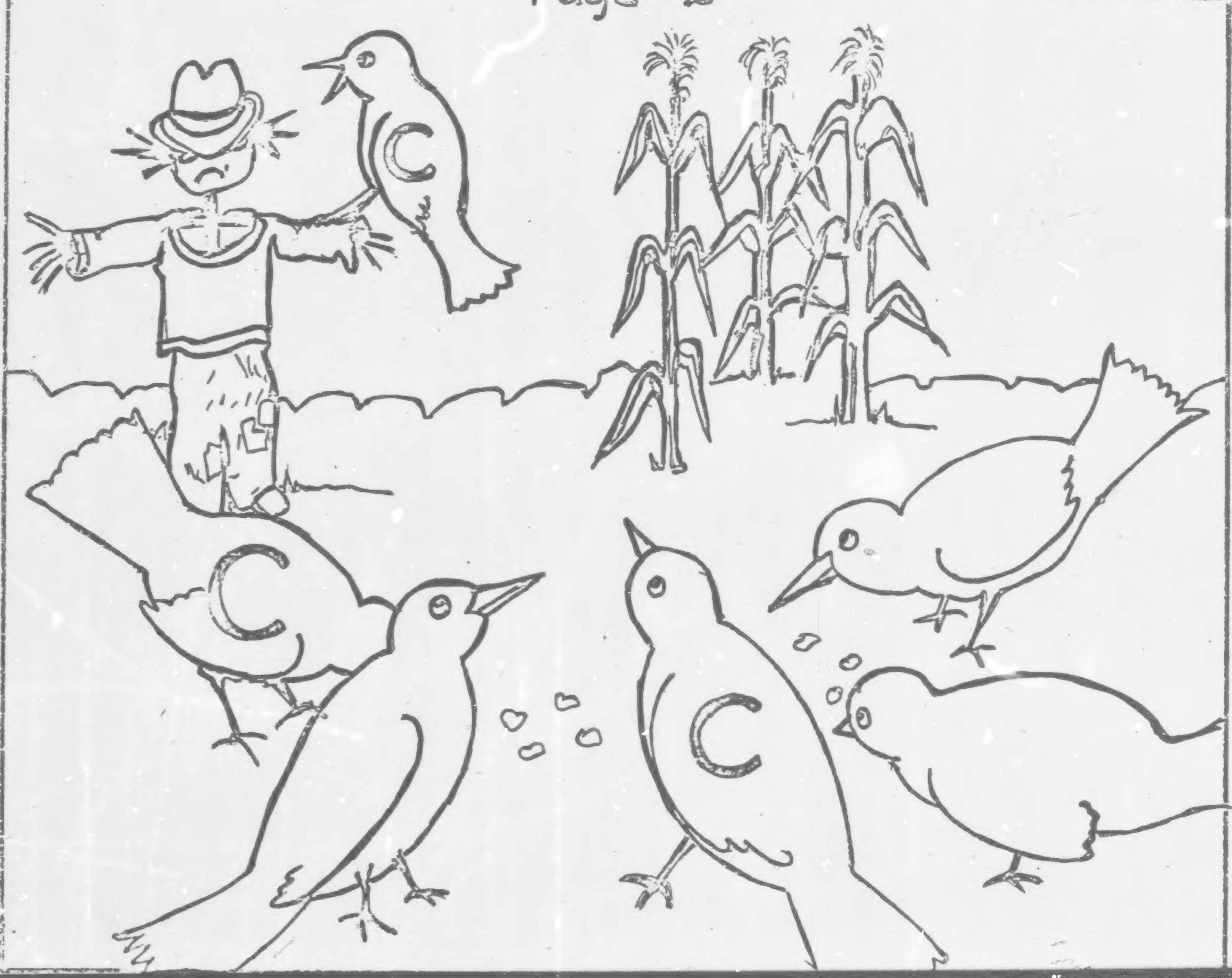
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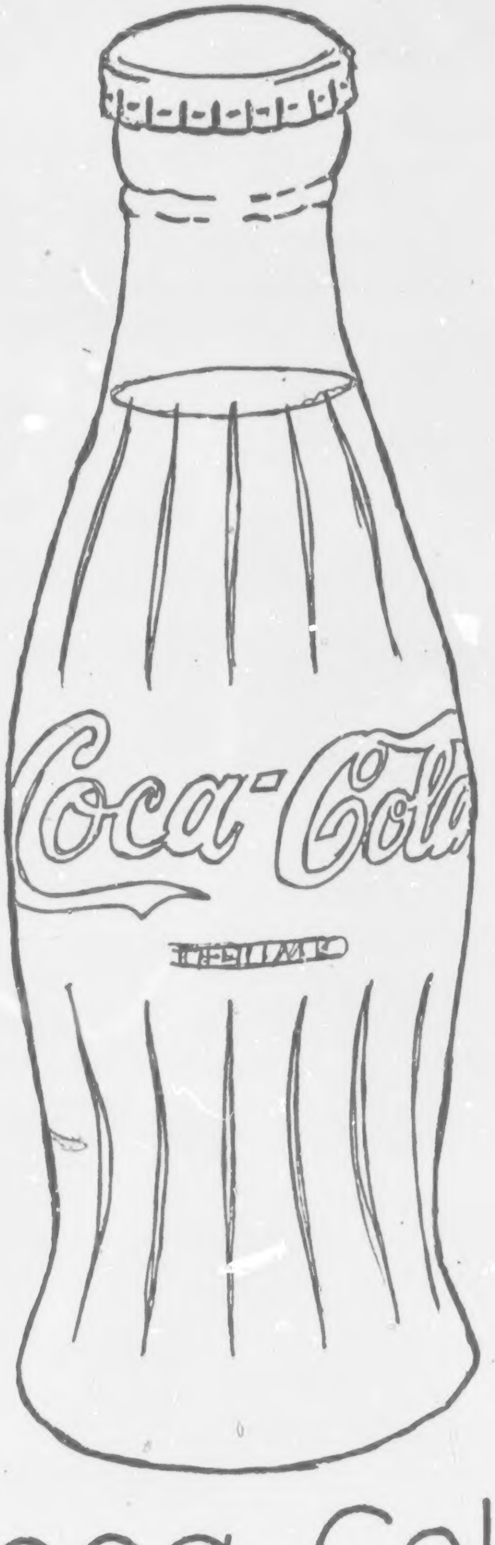

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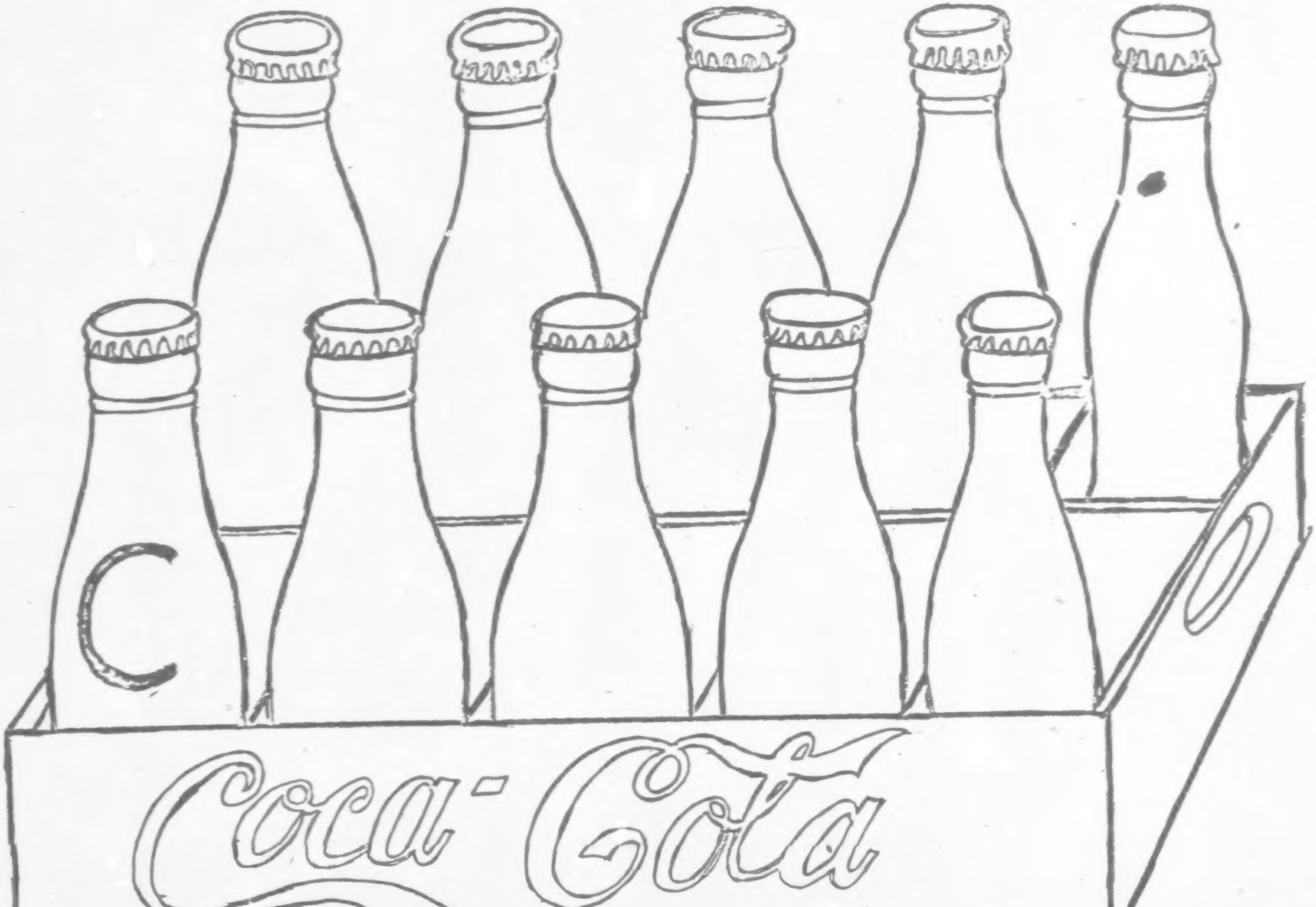
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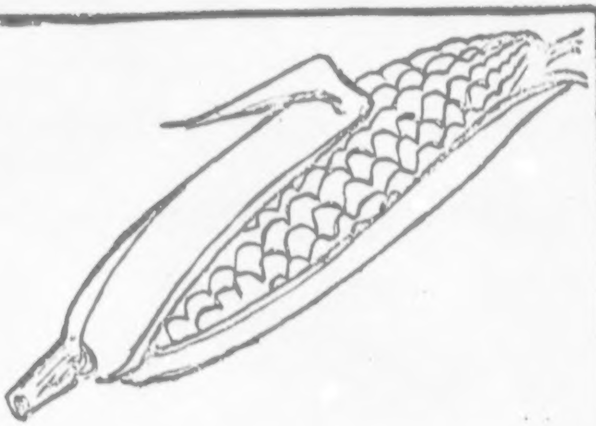

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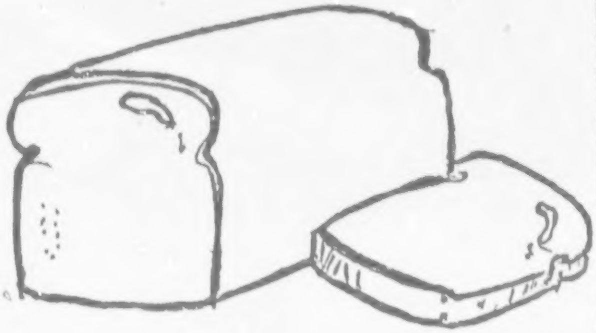

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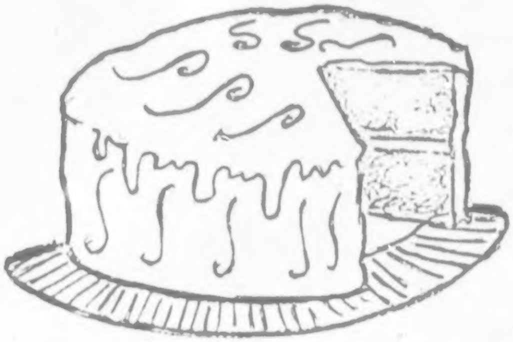

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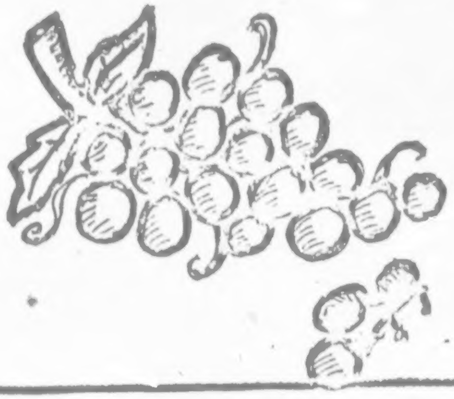

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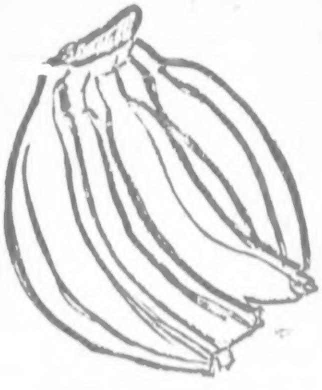

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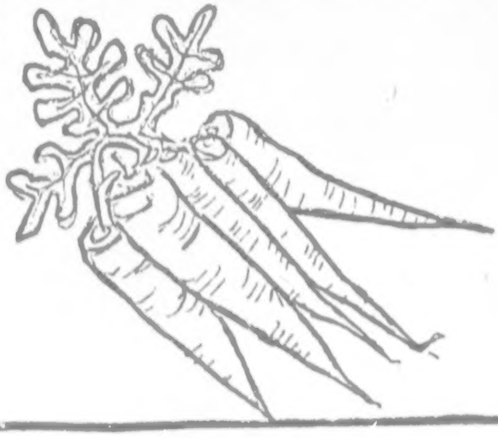

mouse

Reading Lesson Fifty-One

Instructions

The first game in today's lesson reviews the sight words your child met in the last three lessons. He will need to use some of the pictures he drew then in this lesson so go back to lesson 48 and take out page 3 (the train) and page 5 (the boat). Get page 5 (the cat) from lesson 49, and page 6 (the mouse) from lesson 50. Cross out the page numbers on these sheets. Clip them together and put them at the beginning of the worksheets for today's lesson. If you can't find any of these pages, you can make new ones very easily. Just write the correct word in large letters across the top of a page. Draw a wavy line across the middle of the page. Then ask your child to make another drawing of that word on the blank part of the page.

This is the first of several lessons introducing vowels to your child. Vowels are the letters A, E, I, O, U and sometimes Y. On today's work sheet number one, you will find a vowel house. Your child will open the windows of the house and find the vowels inside. To get the vowel house ready, cut the windows along the dotted lines. Be careful to leave the fourth side attached, so your child can open and close the windows. Now clip page two of the worksheets in back of page one. Later on, the vowel house page will be used with other new vowels, so be sure to save this page.

Materials You Will Need

4 worksheets from previous lessons
5 new worksheets
Magic marker
Crayons
Scissors
Scotch tape or paste

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Patricia Simms

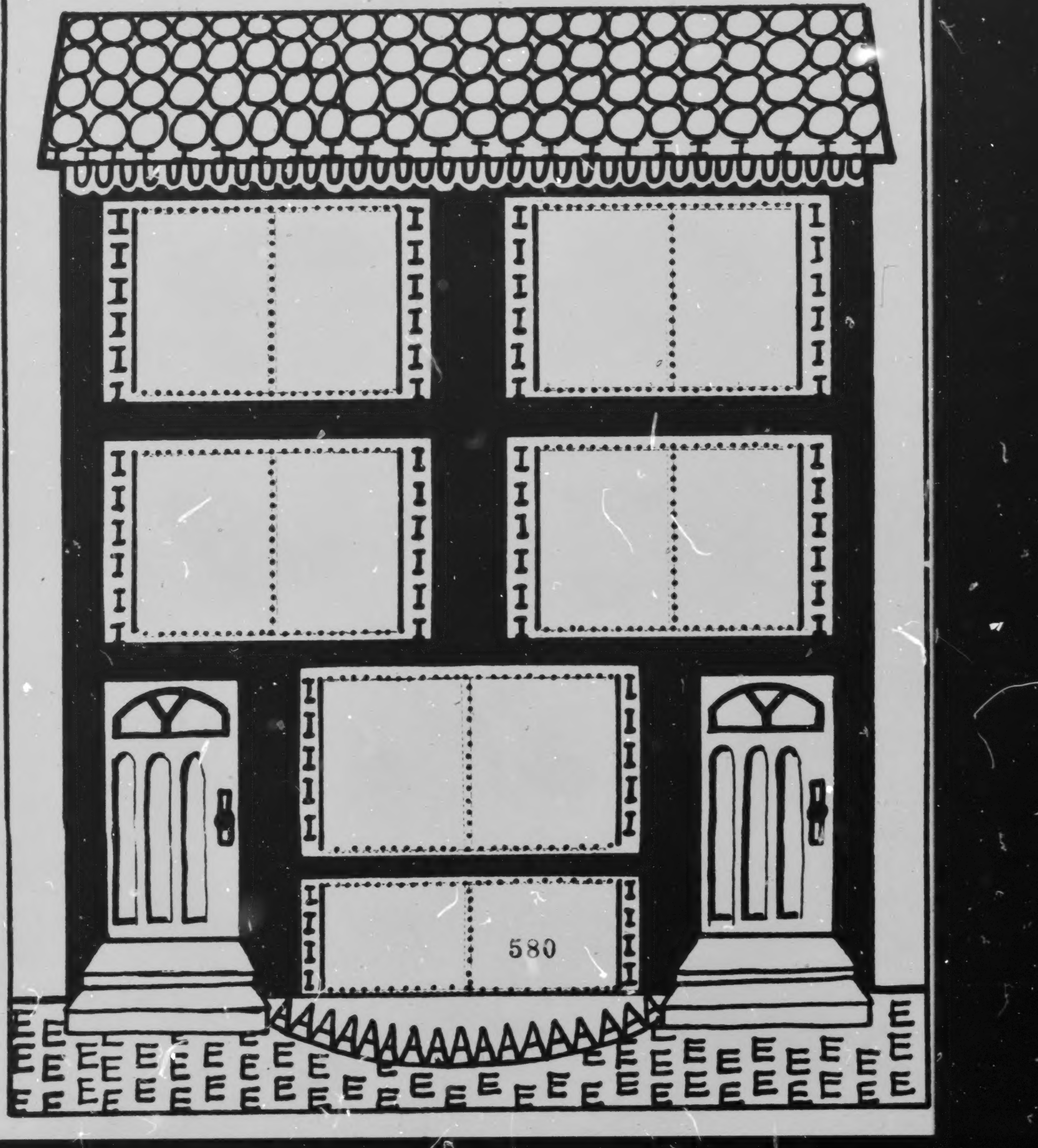
TAPING

Did you ever make your own jigsaw puzzle, (child's name)? ..(pause).. That's what you're going to do today, so take out the worksheets in your folder and then I'll tell you how to make your puzzle. B E E P The first four worksheets are words and pictures I know you recognize, because you drew those pictures yourself. Take your scissors and cut each page into two parts, cutting along the long, wiggly line that goes across the page. B E E P Now lay the pieces on the floor in front of you. Be sure you can see all the words and all the pictures. B E E P Count the pieces. B E E P If you have eight pieces then you're ready. See if you can match the pieces the way they were before you cut them apart. Remember, the word that belongs with each picture should be above that picture. Go ahead now. B E E P Was that an easy game to play? ..(pause).. That's because you can read those words now. I'm proud of you, (child's name). Now find the work sheet that says page one at the top. It will be clipped to another page, but keep the two pages fastened together. Don't take them apart. B E E P The building you see on page one is a very special building. Inside that building live some alphabet letters. They're very special alphabet letters too. They are called vowels and that's why their house is called a Vowel House. Today you're going to meet a vowel. It lives in one of the apartments in the Vowel House. Peek into all the windows, one by one, and see if you can find two letters -- a capital I and a lower-case letter i. B E E P Did you find the place where the two letter I's live? ..(pause).. Then take your blue crayon and color the capital letter I blue. B E E P The lower-case letter i is just a straight line with a dot on top. Color that letter yellow. B E E P The letter I is a very important vowel, because sometimes it says its own name -- I. I like you ..(pause).. I am in the kitchen .. (pause).. I make supper .. (pause).. The letter I says I.

Isn't that easy? ..(pause).. Now you can take out the paper clip and look at page two, the page behind the Vowel House. BEEP Here are lots of letter I's for you to finish. Take your yellow crayon and connect the dots in the lines of the lower-case letter I's, the ones with the dots on top. BEEP. Now finish all of the capital letter I's with your blue crayon. BEEP Very good, (child's name). Now turn to page three. BEEP

Do you remember Farmer Cooper from your last lesson -- that poor fellow whose corn got eaten by the crows? Well, Mrs. Cooper, Farmer Cooper's wife, runs a little grocery store. But, goodness, the shelves are empty! Can you help Mrs. Cooper fill up her shelves? She has a special system. On each shelf is a different alphabet letter, and she only puts something on a shelf if it begins with that alphabet letter. Let's see if you can help. Take out your worksheet that says page four at the top. BEEP Here are all the things that belong on Mrs. Cooper's shelves. Before you cut them out, let's make sure you know where everything belongs. First let's name and color everything. Be sure you listen very carefully to the sound each word begins with. Can you find the corn? ..(pause).. Say the word corn ..(pause).. and then color the corn yellow. BEEP Now find the tomatoes ..(pause).. Say tttomatoes .. (pause).. Color the tomatoes red. BEEP Now look for the mmmilk ..(pause).. Say mmmmilk ..(pause).. Color the milk brown, because it's chocolate milk. BEEP Can you find the bananas? ..(pause).. Say buh-buh-bananas ..(pause).. Color the bananas yellow. BEEP Find the fish ..(pause).. Say fffish .. Color the fish blue. BEEP and now look for the sssspinach ..(pause).. Say ssspinach ..(pause).. What color will you color spinach? ..(pause).. Spinach is green, so color the spinach green. BEEP Now take your scissors and cut out all of the pictures you just colored. BEEP Now take your tape (or paste) and paste each picture where it belongs on Mrs. Cooper's shelves. Here's how to make sure everything is put in the right place. Name each food and listen carefully to the sound the word begins with. When you know what letter makes that sound, look for the same letter on one of the shelves. Then paste the picture on that shelf. Go ahead now! B E E P That looks much better, (child's name). I'm sure Mrs. Cooper is much happier with her shelves all filled up. Now get out the last work sheet, the one that says page five at the top. B E E P

This is a star game for you to play and you will need your crayons. First, look for the star that has the word _sister_ in it. Think of the sound the word sss_sister_ begins with and then look for the word that starts with that sound. Color the star with the word _sister_ in it green. B E E P Now look for the word _father_. Say ff_father_ and listen to the first sound. Then look for the word in the star that says _father_ and color that star orange. B E E P Now can you find the star that says _cat_? Color the _cat_ star purple. B E E P Look for the star that has the word _train_ in it -- t-t-_train_. Color the star that says _train_ yellow. B E E P Now look for two stars that have words in them that begin with the letter _B_ ..(pause).. One star says _brother_. Find the word _brother_ and color that star blue. B E E P Can you read the other word that begins with _B_? B E E P If you said _boat_, you were correct. Color the _boat_ star brown. B E E P The two stars that are left have words in them that begin with the letter _M_. What sound does the letter M make? B E E P _MMMM_, that's correct. One of those words is the new word you learned in your last lesson, the word _mouse_. Find the word _mouse_ and color that star black. B E E P Now there is just one word left. Can you read it? B E E P If you said _mother_, then you played the game 100% correctly. Good for you, (child's name). Color the star that says _mother_ any color you want to and give yourself a big star at the top of the page. I hope you enjoyed your lesson; that's all for today.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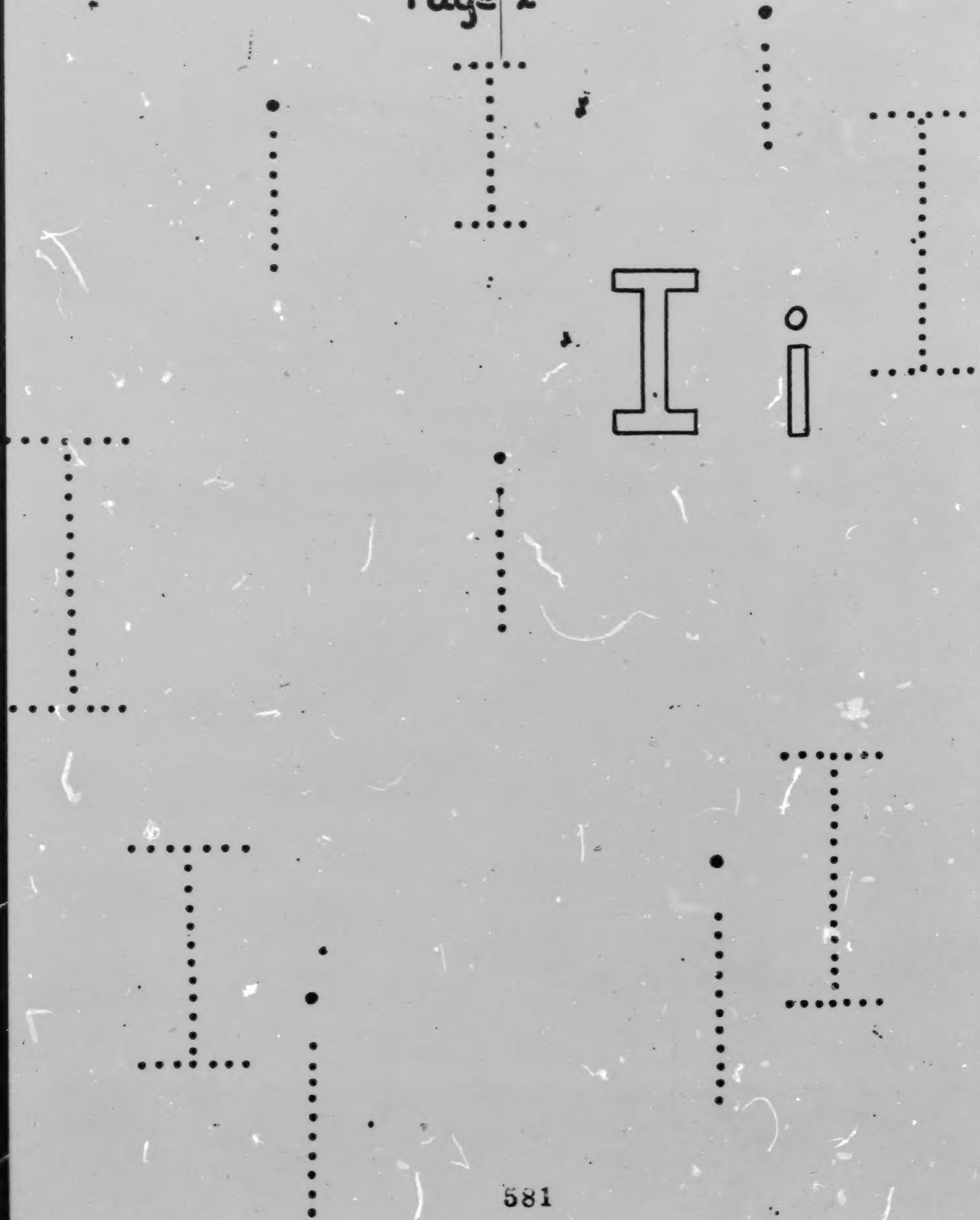

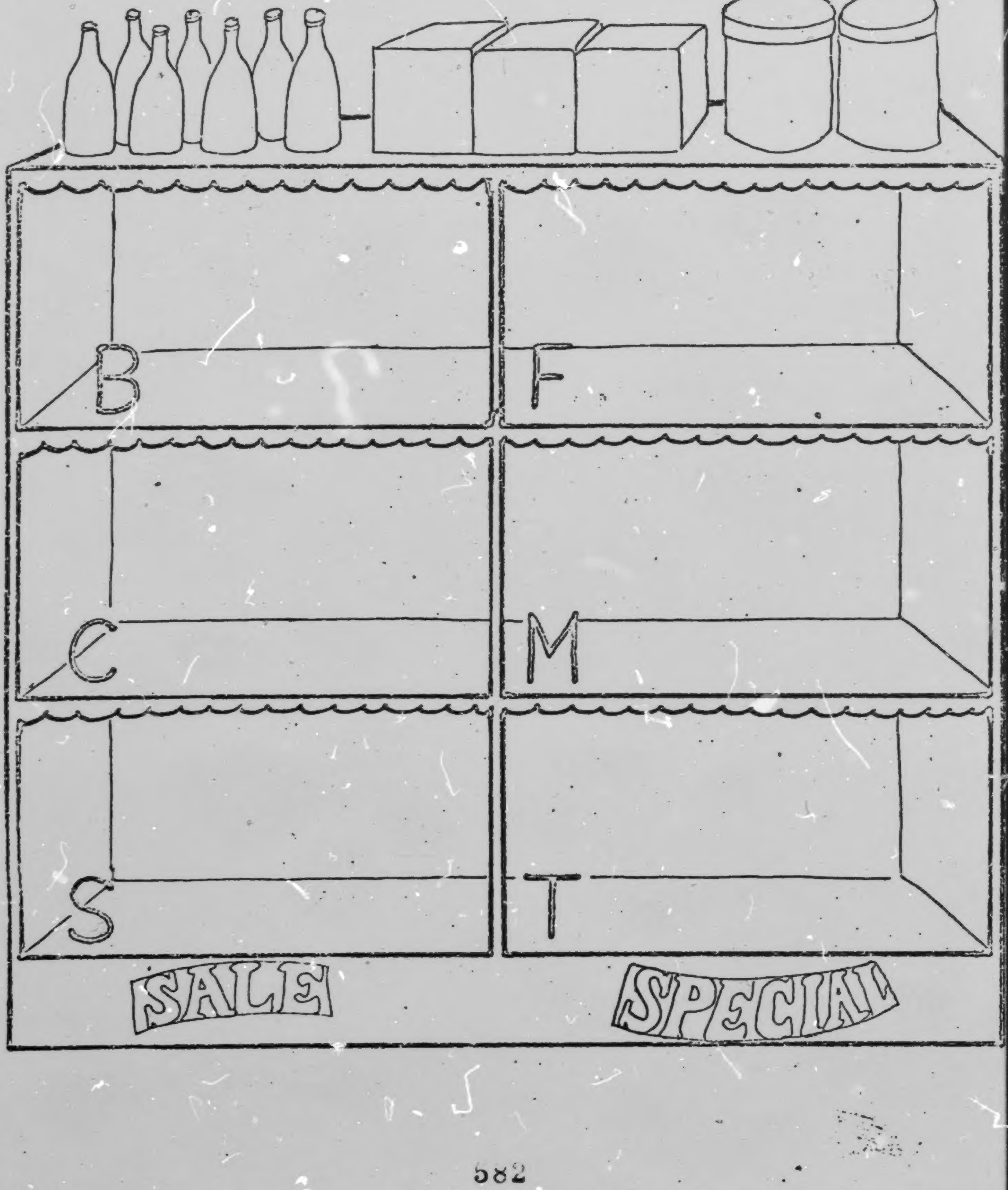
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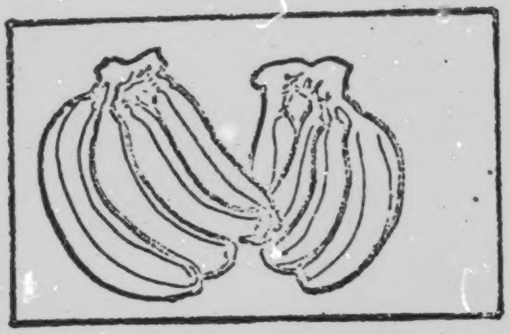

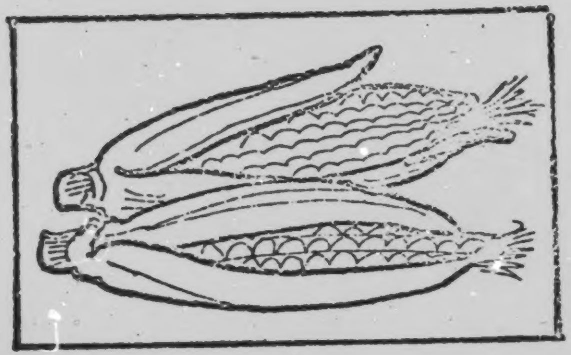

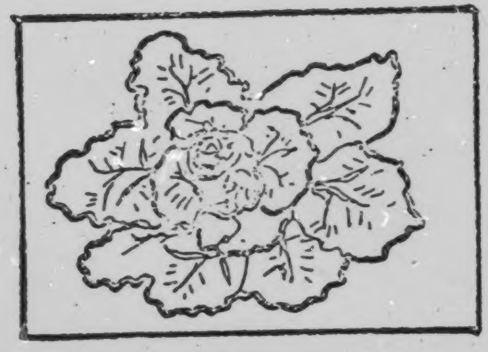

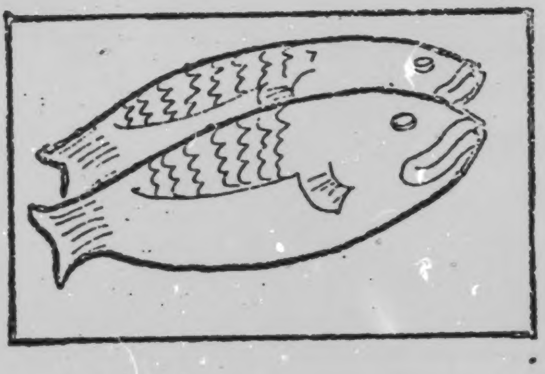

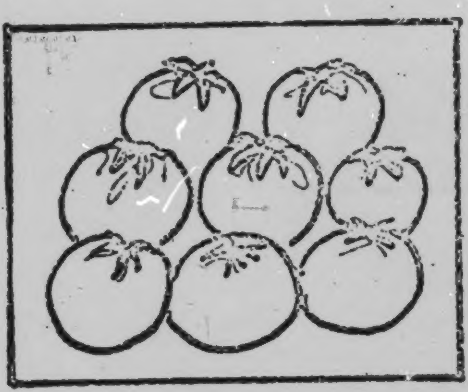

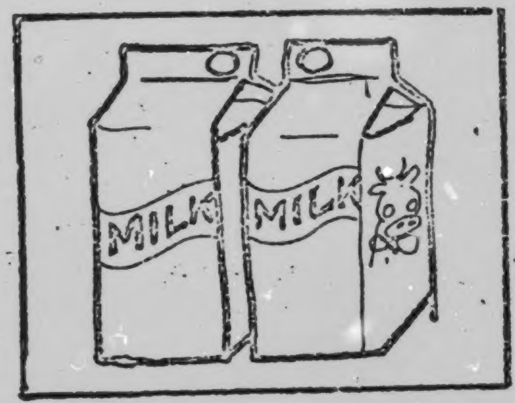
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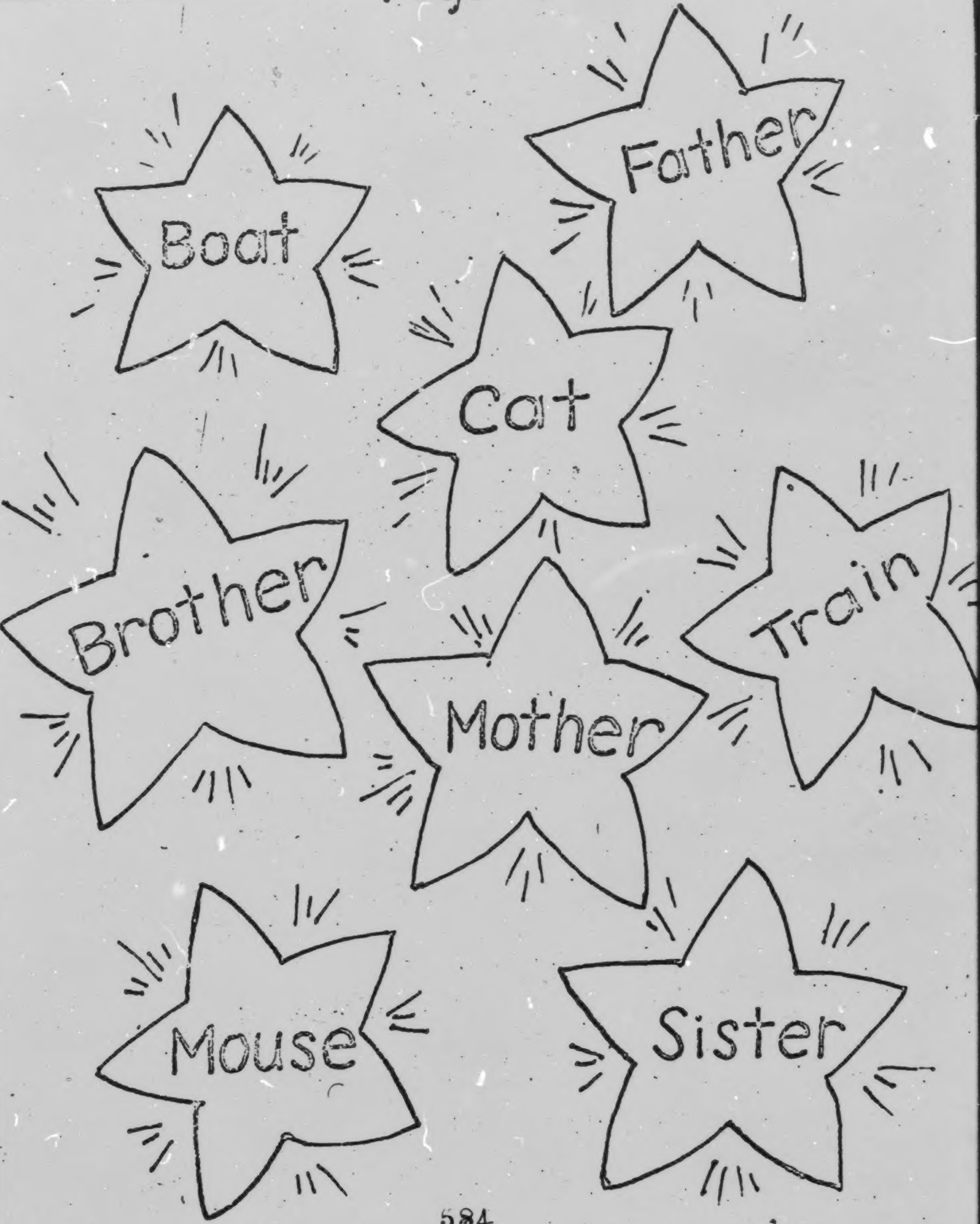
Boat
Father
Cat
Brother
Train
Mother
Mouse
Sister

LESSON FIFTY-TWO

Instructions

This lesson is a further review of all the letters, words and ideas your child has worked with so far.

Materials You Will Need

- 6 worksheets
- Magic Marker
- Crayons
- Scissors
- Paste or tape

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TAPING

Are you ready for today's lesson, (child's name)? Good. Then take out the work sheets in your folder and find page one. B E E P Do you remember this alphabet letter? You learned it in your last lesson. Whenever you see this letter all by itself, it says its own name. What is the name of this letter? B E E P If you said I you were correct. Color the capital I blue. B E E P And color the lower-case letter i yellow. B E E P Now turn to page two. B E E P

How many birds do you see sitting on the telephone wires? B E E P Six, that's correct. Those six birds are very special birds – they're alphabet birds. Do you know why they're alphabet birds? ..(pause) .. Because each bird has an alphabet letter on his body. We're going to play a game with the alphabet birds. First, find the bird that sings like this: MMMM. Color him green. B E E P Find the bird that sings like this: buh, buh, buh and color him blue. B E E P Find the bird that sings like this: tuh,tuh,tuh. Color him purple. B E E P Find the bird that sings FFFF and color him orange. B E E P Now find the bird that sings like this: k-k-k-k. Color him yellow. B E E P Find the bird that sings like this: SSSS and color him red. B E E P

Your birds are beautiful, (child's name), but do you know what? Those poor little birds are lost. They can't find their homes, and they need you to help them. See if you can find the birdhouse that belongs to each bird. How many birdhouses do you see? B E E P Six, one for each of the six birds. And each house has a lower-case alphabet letter on it that is the same letter as the capital letter on one of the birds. Your job is going to be to match the capital and lower-case letters. I'll help you with the first one. Look at the first bird on the wire. What capital letter is on him? B E E P If you said a capital C, you were correct. Now look at the birdhouses and find the one that has the lower-case letter c on it. Color the C-birdhouses yellow, just like the C-bird. B E E P Do you get the idea? .. (pause) .. Then do the same thing with all the rest of the birdhouses. B E E P.

You haven't done any exercises in quite a while. I think it's time for a little workout today, so stand up straight and tall and let's do some stretching.. (pause) .. Can you tell which is your left foot? When I say left, bend over and try to touch your left foot ..(pause) .. Left, bend and touch ..(pause) .. Now right foot, bend and touch ..(pause) .. left foot .. (pause) .. right foot ..(pause) .. right ..(pause) .. left ..(pause) .. left ..(pause) .. right .. (pause) .. Very good, (child's name). Now lets pretend we're windmills and swing our arms around in a big circle. Start with your right arm and swing it way around - swing ..(pause) .. now swing your left arm way around ..(pause) .. right arm ..(pause) .. left arm ..(pause) .. right ..(pause) .. left ..(pause) .. and now swing both arms together three times ..one ..(pause).. two ..(pause) .. three ..(pause) .. Very good. Relax and take a big breath ..(pause) .. Now let's do a little march together. Clap your hands to keep time as you march, straight and tall as if you were in a big parade. Ready, here we go ..(pause) .. (If you wish, you can sing or whistle a march tune. Otherwise, you can indicate the rhythm of a march by saying March, march .. march, march, march .. or step, step .. step, step, step ..) That was fine, (child's name). Now find the worksheet that says page three at the top. B E E P

The four words in the boxes are going to be used in the game on the next page. But first, let's make sure you remember them all. Point to box one and say the word you see. B E E P If you said mother, you were correct. Look at box two. What does that word say? B E E P Brother, very good, (child's name). Now what word do you see in box three? B E E P Sister, that's correct. And what is the last word in box four? B E E P If you said father you were correct again.

Now take your scissors and cut all along the double lines. BEEP And now cut along the lines between the words, so that you have four word cards. BEEP Turn to page four. BEEP

So far you've learned to read lots of words, but today you're going to learn to read a sentence. When you put three or four or five words together, that's called a sentence. It sounds tricky, but you'll see how easy it is. Take the word card you just cut out that says father and tape (or past) it in the first empty box on page four. BEEP Now you have made a sentence and I'll help you read it. The first word is the new letter that says I. Draw a red circle around the letter that says I in the first sentence. BEEP Now after I comes a new word and it says like. Say it after me - like ..(pause) .. I like ..(pause) I know you can read the word that comes after I like. What is it? BEEP Father, that's correct. The sentence you made is I LIKE FATHER. Now you read it ..(pause) .. Wasn't that easy? ..(pause) .. Now take the word card that says mother and paste it in the empty box under the word father. BEEP Now see if you can read sentence number two. What is the first word? BEEP I. Very good. Now what word comes after I? BEEP Like, correct again. And the last word is what? BEEP Mother. Now put them all together and what do you get? BEEP I LIKE MOTHER. How about that? You're reading sentences. Now paste the word brother in the next empty box. BEEP Read the sentence you just wrote. BEEP If you said I like brother, you were correct again, and you're doing fine. Now paste your last word-card in the last empty box and read the sentence that makes. BEEP If you said I like sister, you did very well indeed, so give yourself a big star at the top of the page. BEEP

You haven't had a mystery word for a while, so I have one for you today. You will see it if you turn to page five. B E EP Are you ready for the first clue? ..(pause) .. Then look at the first letter in the mystery word and tell me what sound it makes. B E E P If you said FFFF, you just guessed the first clue. Now listen carefully to the second clue. The word you're looking for is an animal that is sometimes gray and sometimes red, and it has a long, bushy tail. Can you guess what it is? ..(pause) .. This is a pretty tricky mystery word, so listen carefully to the last clue. Remember, it begins with F, it's a red or gray animal with a long, busy tail, and it rhymes with box. Now do you know what it is? B E E P I'm sure you guessed it. The mystery word is fox. Draw the picture of a fox underneath the word fox. B E E P And now turn to the last page, page six. B E E P

This is a rhyming game for you to play. On the left-hand side of the page are five pictures with words you've learned. Let's name and color them. Point to box one. What do you see? B E E P A train. Good. Color the train red. B E E P Now look in box three, underneath the train. What is that? B E E P A mouse, that's correct. Color the mouse gray or any other color you want to. B E E P Now look under the mouse at box 5. What do you see? B E E P A cat. Color the cat black. B E E P And what do you see in box seven? B E E P A boat, correct again. Color the boat blue. B E E P In box nine? B E E P A fox, that's correct. Color the fox brown. B E E P Now the five pictures on the other side of the page are all things that rhyme with the things you just colored. Look at the picture in box two. What do you see? B E E P A coat, that's correct, (child's name). Coat sounds like one of the picture-words you colored. Does coat sound like cat or boat or mouse? B E E P Coat rhymes with boat, so color the coat blue, like the boat. B E E P Now look at the picture in box four. What do you see? B E E P A box. Very good. Box rhymes with one of the things you colored. Can you find it? B E E P Box rhymes with fox, so color the box brown like the fox. B E E P What do you see in box six? B E E P Rain, and rain rhymes with another one of the colored picture-words. What word rhymes with rain? B E EP If you said train, you were correct again. Color the rain red, like the train. B E E P Now there are just two more pictures left. Can you name them? B E E P In box eight is a house, and in box ten is a hat. See if you can find the word that rhymes with house and color the house the same color as the picture that rhymes with house. B E E P Now color the hat the same color as the word that rhymes with hat. B E E P You should have colored the house the same color as your mouse and the hat black like the cat. If you did, then you played this game 100% correctly, so give yourselve a great, big star at the top of the page. And that's the end of your lesson for today. You worked very hard and I'm proud of you, (child's name).

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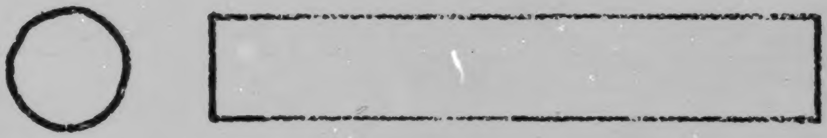

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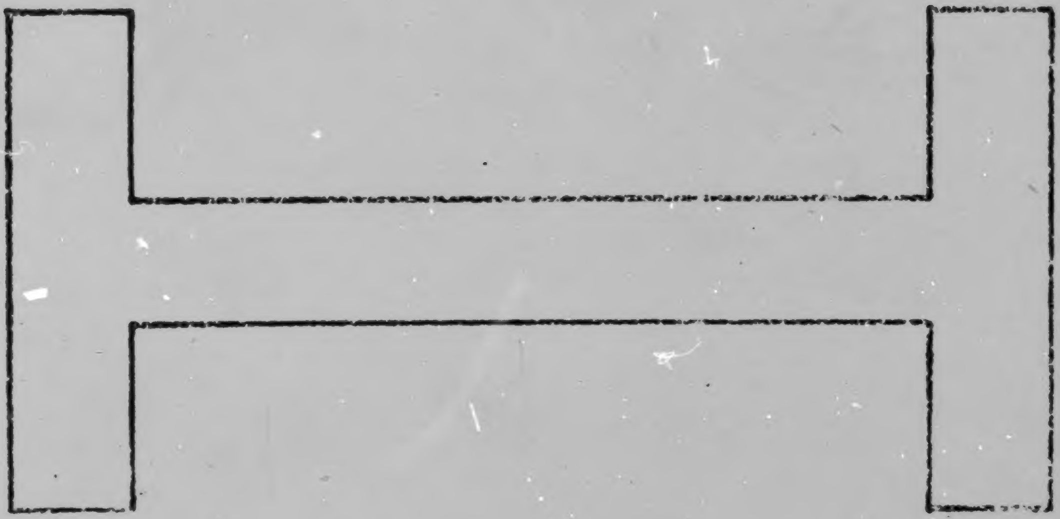

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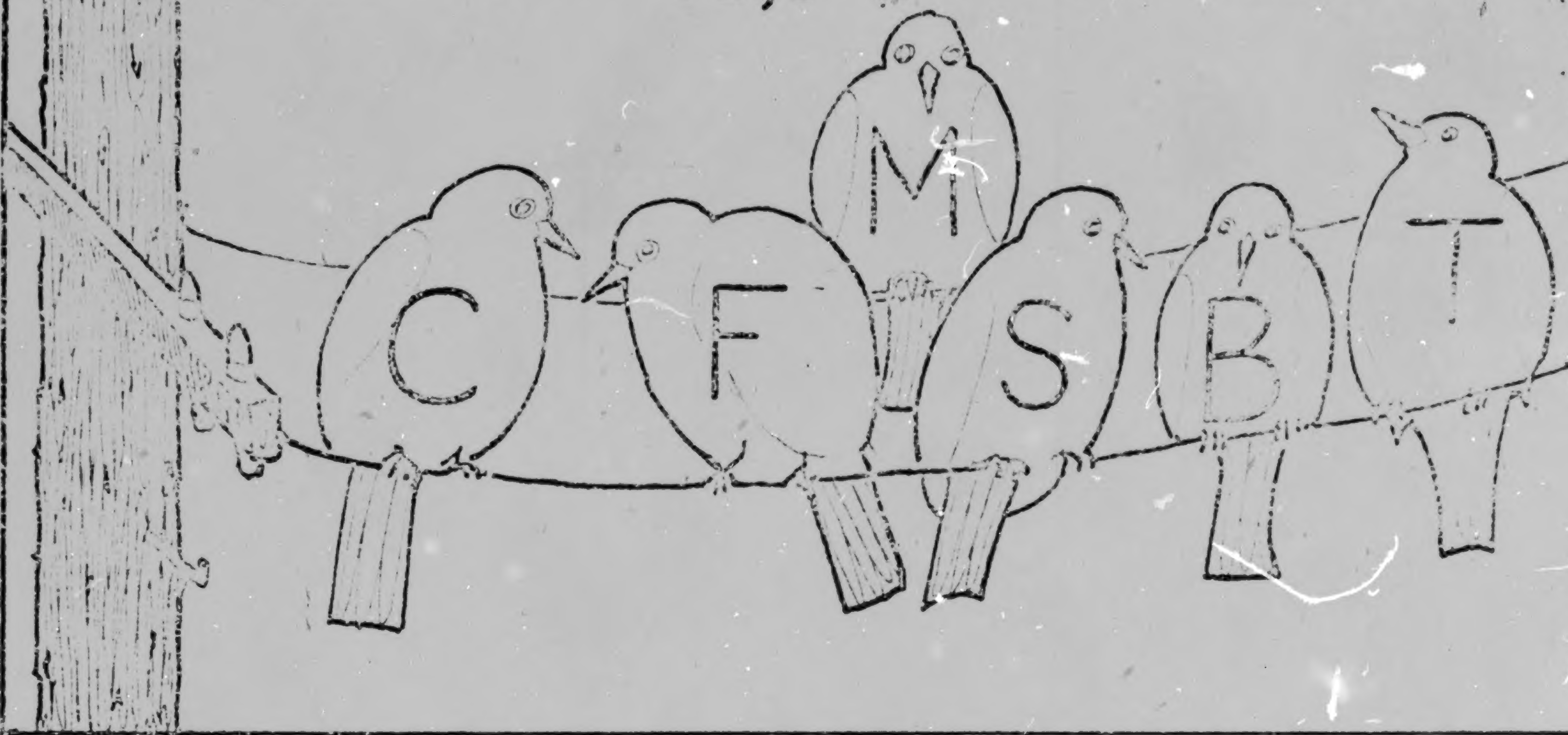

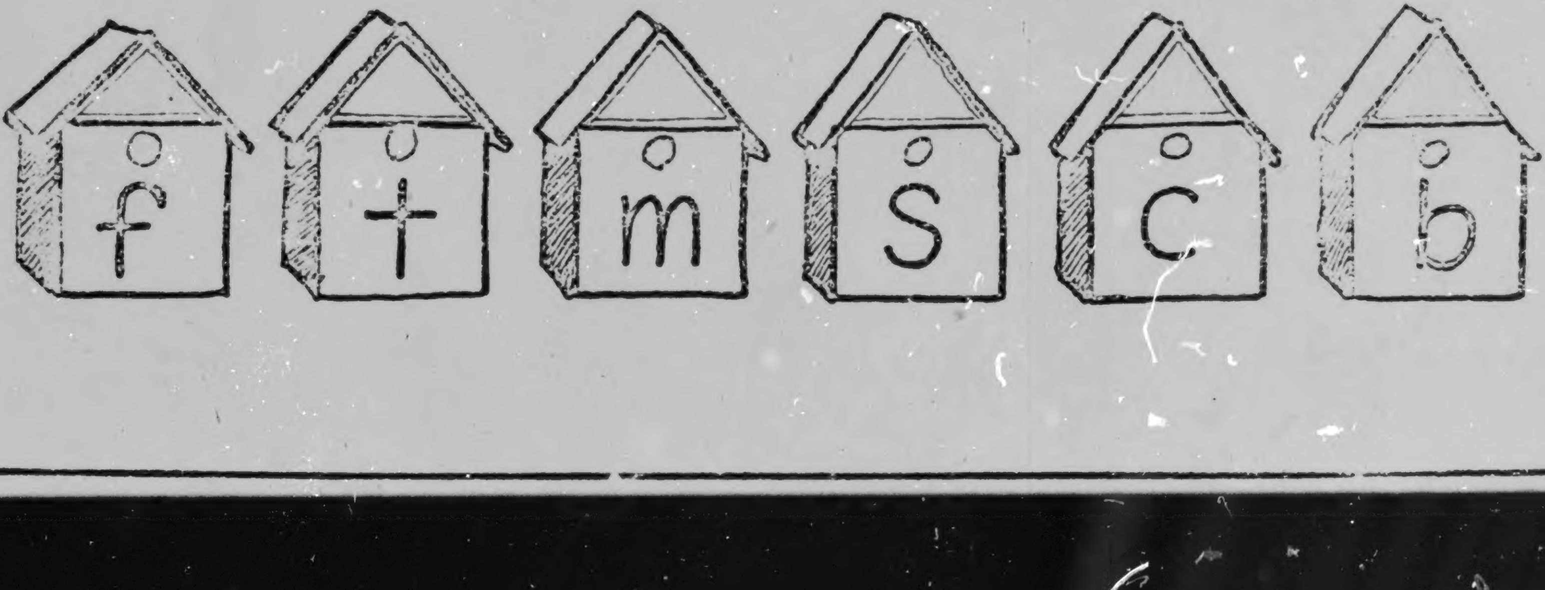

1 Mother	2 Brother
3 Sister	4 Father

Page 4

1. I like

2. I like

3. I like

4. I like

fox

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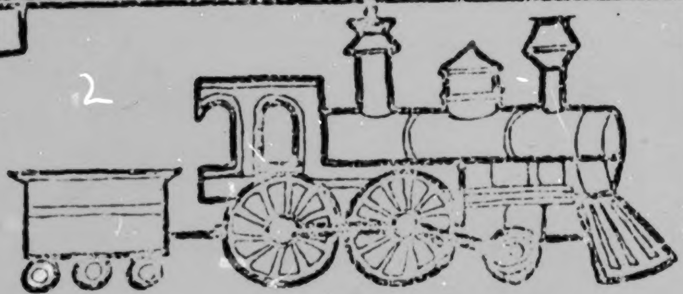

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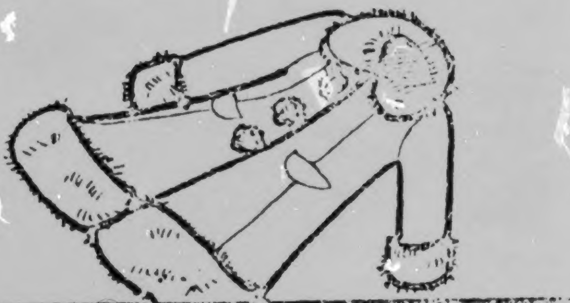

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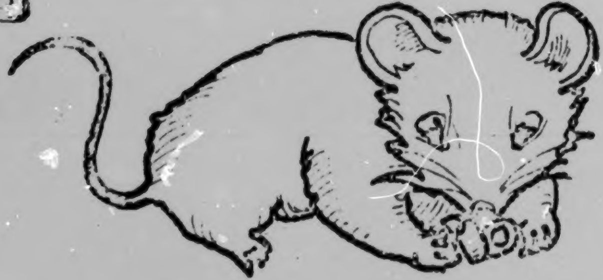

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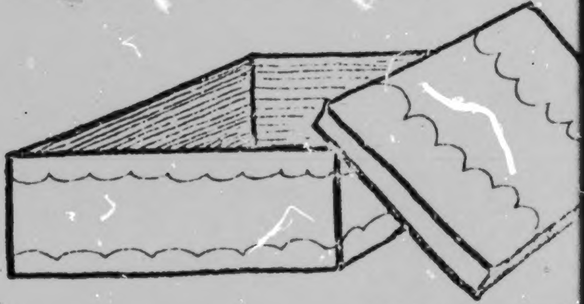

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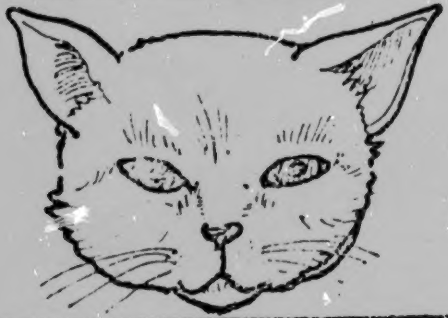

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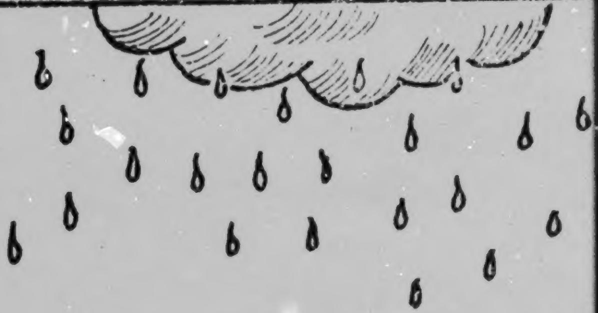

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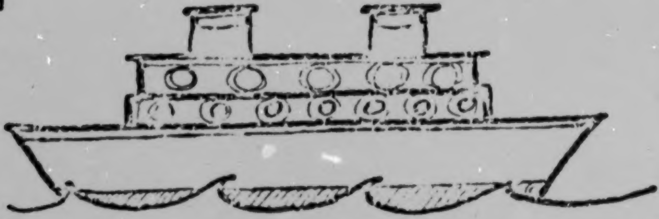

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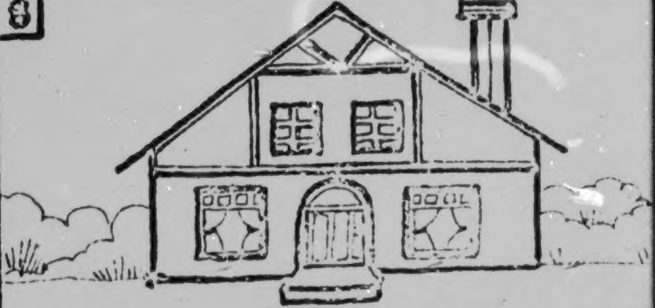

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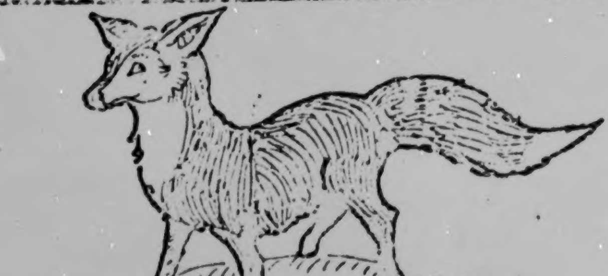

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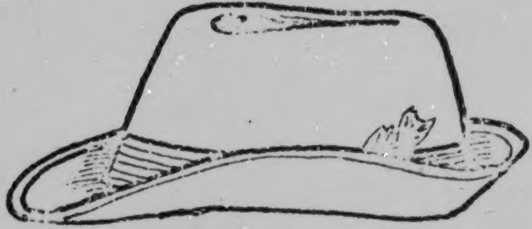

coat

box

rain

house

hat

train

mouse

cat

boat

fox

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LESSON FIFTY-THREE

[redacted]

Instructions

In this lesson your child will use the Vowel House again. As you did before, clip the first of today's worksheets behind the vowel house so that he can open the windows and find the alphabet letters underneath.

Materials You Will Need

Vowel House Worksheet
(from Lesson 19)
6 additional worksheets
Magic marker
Crayons
Scissors

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TAPING

How would you like to visit the vowel house again today, (child's name).? ..(pause) .. Take out your worksheets and you will see it. BEEP Today there's a new vowel living in the vowel house. Be careful not to take out the clips as you peek inside all the windows and look for the capital letter A and the lower-case letter A. BEEP Did you find them? Those two letter A's also say their own name – as in A boy, A girl, A baby. Let's hear you say the new letter's name, good and loud, four times, like this: A-A-A-A ..(pause) .. Two other vowels are also at home today. Did you see them? ..(pause) .. What are their names? .. (pause) .. The capital I and the lower-case I live in the apartment right over the two A's, don't they? Open the windows to the A's apartment and color the capital letter A green. BEEP Now color the lower-case letter A purple. BEEP Now color the two letter I's any colors you want to. BEEP Turn to page two. BEEP

Have you ever seen an acorn? ..(pause) .. Acorns are nuts that grow on oak trees. But people usually don't eat acorns, only squirrels and other animals in the forest. Can you say acorn and see if you can tell what alphabet letter the word acorn begins with? Say it after me .. acorn .. (pause) .. What letter does acorn begin with? BEEP If you said A, your new letter, you were correct. Some of the acorns you see have dotted letter A's for you to finish. Take your magic marker and connect the dots to finish the capital and lower-case letter A's that I started for you. BEEP Now see what fine letter A's you can draw in the rest of the acorns. BEEP And now turn to page three. BEEP

Do you remember the sentences you wrote in your last lesson? ..(pause) .. If you do, you'll be able to read the two words on this page. What do they say? BEEP If you said

I like, you remembered very well, (child's name), and that's very good. Take your magic marker and connect the dots to finish the two words I and like. B E E P Now in the big empty box beside the words I like that you just wrote, draw something you like a whole lot. B E E P And now you're ready to turn to page four. B E E P

Today I have a new kind of game for you to play. It's called a symbol game. Symbols are pictures of things. Sometimes they're pictures of sounds, like alphabet letters. Sometimes symbols are numbers or pictures, too. Here's how you play the symbol game that you see on this page. Look at the two small squares at the top of the page. What do you see in the first square? B E E P A cup, that's correct. And what do you see in the second square? B E E P A cake, very good. Now put those two things together and what new word do you get? B E E P Did you say cupcake? Cup and cake together become cupcake. Do you get the idea? ..(pause) .. Just to make sure, let's try another one. Look at the two circles at the other side of the top of the page. What do you see in the first circle? B E E P The letter A. Okay, and what's in the second circle? B E E P Corn, that's correct. Now put A and corn together and what new word do you get? B E E P If you said acorn, you were correct again, and I think you're ready now to do some longer symbol games.. Look at the first big box. How many symbols are there? B E E P There are four symbols - a letter, a number, a letter and a picture. Now see if you can name each symbol, starting at the left side of the page. What is the first symbol in box one? B E E P I, that's correct. And what comes after the I? An eight. Okay. What comes next? B E E P A, that's correct, and what's the last symbol in that box? B E E P A fish, very good. Now name all four symbols in order once again and see if you can figure out the hiddensentence. First I then 8, next A, and last fish. You name them now and then tell me what the hidden sentence is. B E E P Did you figure out the hidden sentence? ..(pause) .. If you said I ATE A FISH, you were correct, and you caught on to the idea very quickly! Now see if you can figure out the hidden sentence in the second box. Name each symbol, starting on the left-hand side of the page. Then put them all together and it will make a sentence. BEEP Did you discover the hidden sentence? ..(pause) .. It was I SAW A KITE, and if you got that one correct, you're doing very well, indeed. Now there's one more symbol sentence for you to figure out. See if you can name all five symbols starting at the left-hand side of the page, and then put them all together to make another sentence. BEEP The last hidden sentence was I CAN BAT A BALL, and if you got that one correct, give yourself a great big star at the top of the page. BEEP I hope you liked playing the symbol game, because we'll do more of them in some other lessons later. Now take out your last two work sheets, pages five and six. BEEP

Do you remember the rhyming game you played in your last lesson? ..(pause) .. Today we're going to play another rhyming game with those same pictures, but first you will need to take your scissors and cut all the pictures apart. Be sure you cut along the lines as carefully as you can. BEEP Are you ready to play the first rhyming game with me? ..(pause) .. Then put the picture of a hat in box number one. BEEP Now underneath the hat, in box three, put the coat. BEEP Now put the picture of a train in box five. BEEP Put the fox in box seven. BEEP And in the bottom box, box nine, put the picture of a house. BEEP Now let's see if you can find the picture that rhymes with each of those pictures. First, look for the picture of something that rhymes with hat. BEEP What rhymes with hat? ..(pause) .. Cat, that's correct. Put the picture of the cat in box two, beside the hat. BEE Now can you find the picture of something that rhymes with coat. BEEP What rhymes with coat? ..(pause) .. Boat, very good, (child's name). Put the boat in box four, beside the coat (pause) ..Now do the same thing with the three other pictures that are left. B E E P That was easy, wasn't it? ..(pause) .. Now we're going to play the game a little bit differently, and this time it will be trickier. Take all of the cards and turn them over so that you can see the words on the back. Spread them out on the floor (or table) in front of you. B E E P Are you ready to play the game? ..(pause) .. Good, then find the word that says fox. Say the word and listen to the sound it begins with – FFFF – fox. Put the card that says fox in box one. B E E P Now find the card that says mouse – MMMM – mouse and put it in box three. B E E P Now underneath the word mouse in box five put the card that says boat. B E E P In box seven put the word cat. B E E P In the bottom box put the card that says train. B E E P Now how many cards do you have left? ..(pause) .. Five, that's correct, and all those words rhyme with the words you just put in the boxes. This game is going to be to match the rhyming words, just like you matched the rhyming pictures in the last game. And if you'll look very carefully at the words that are left, you'll discover something very important about rhyming words. Look at the card you put in the first box. What does it say? B E E P If you said fox, you were correct. Now see if you can find the card that says box to rhyme with fox. Say the word box and listen to the sound it begins with, buh,buh, box.. (pause) .. You say it .. (pause).. What letter does box begin with? ..(pause).. Box begins with B and there's only one card left that has a word on it that begins with B. Can you find it? B E E P Put the word box in the empty box beside the word fox, in box two. As you do, look very carefully at those two rhyming words. What do you notice about the words fox and box? B E E P Did you notice that they are almost alike? Only one letter is different. Which letter is different? ..(pause) .. The first letter, that's correct. And that's because

FFFox begins with F and Box begins with B but the last part of the words sounds alike. Let's try that with the next word. Read the word underneath the word fox, the word that begins with MMMM. B E E P Did you say mouse? ..(pause) .. Very good, (child's name). Now look at the four cards you have left and see if you can find one that says house to rhyme with mouse. Remember, the first letters will be different, but the rest of the letters will be exactly alike. Find the word house and put it beside mouse in box four. B E EP Now look for the word coat that rhymes with boat. B E E P Put it in box six, beside the word boat. B E E P Now can you read the little word underneath boat, the word that's spelled C-A-T? B E E P If you read cat, you were correct. And I bet you can find the word hat in a jiffy, can't you? Put the word hat in box eight, beside cat. B E E P Now you have just one word-card left. It rhymes with train. Can you guess what it says? B E E P If you said rain, you were correct again, and you did very well playing that very difficult game. When you have finished the game, leave the cards just where they are, and call me. I would like to see what you did and have you tell me about it. And that's the end of your lesson for today. B E E P

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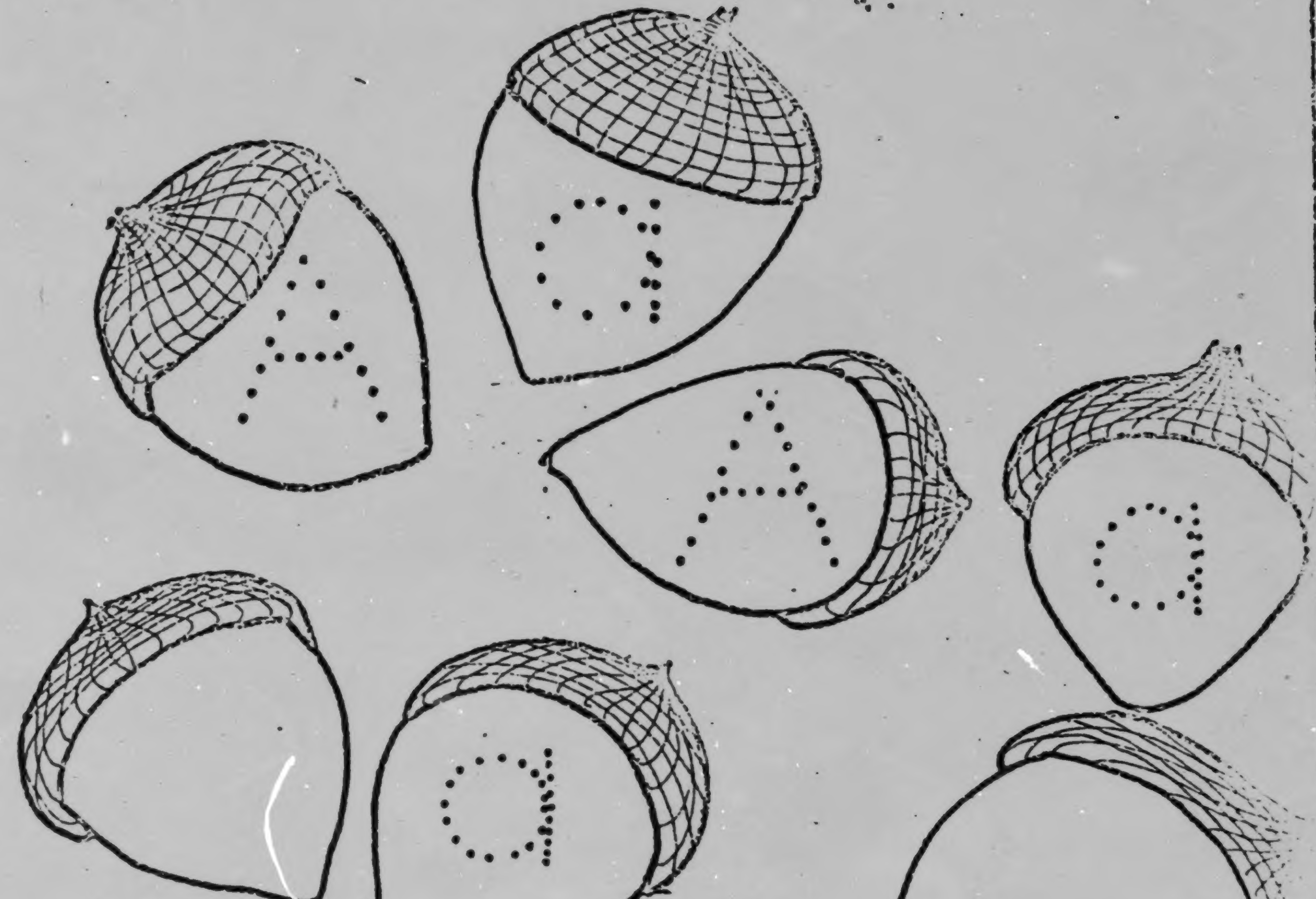
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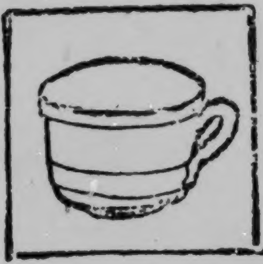
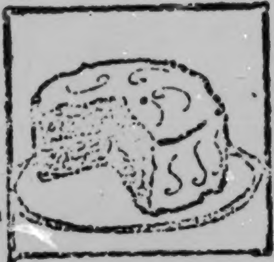
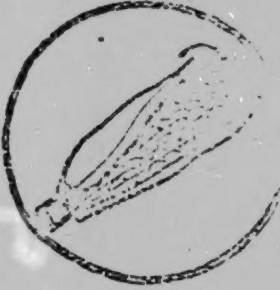
  A 

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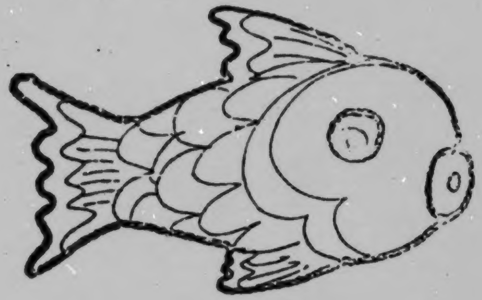
I 8 A 

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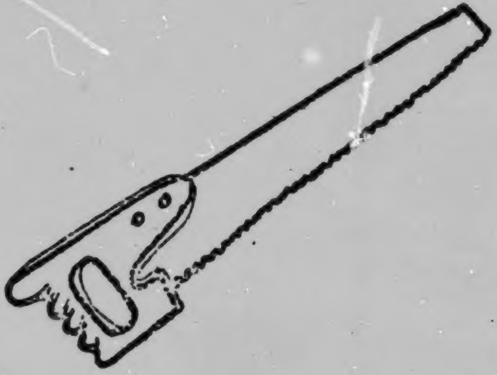
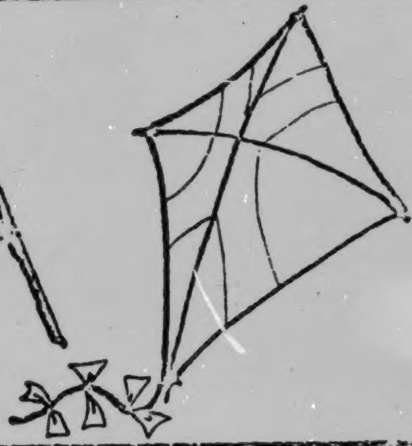
I  A 

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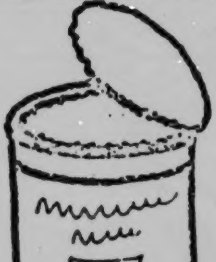
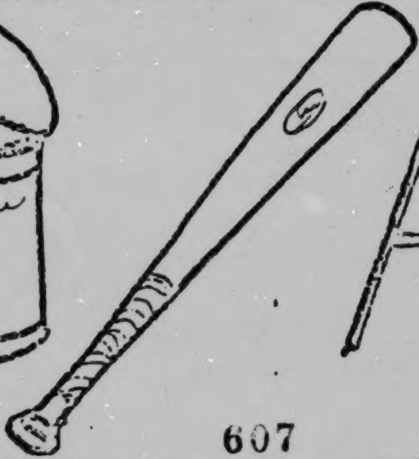
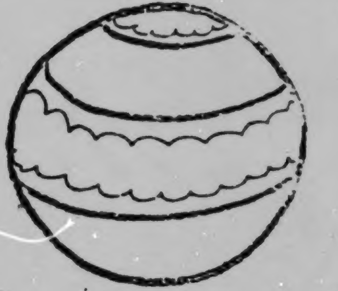
I   A 

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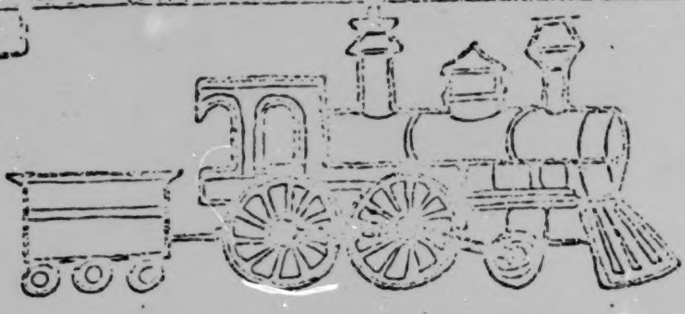

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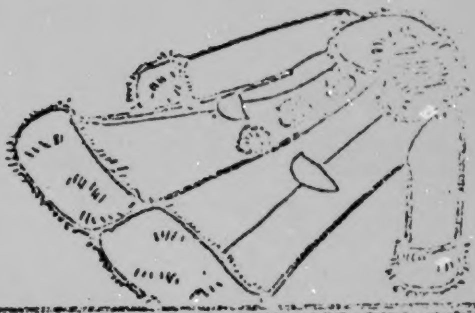

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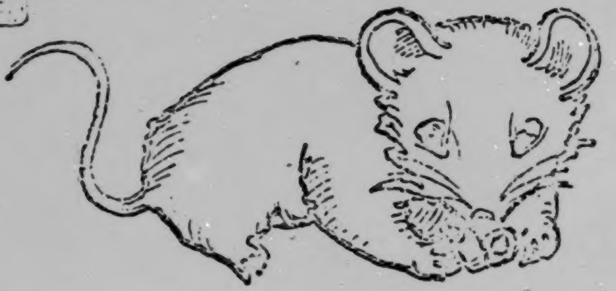

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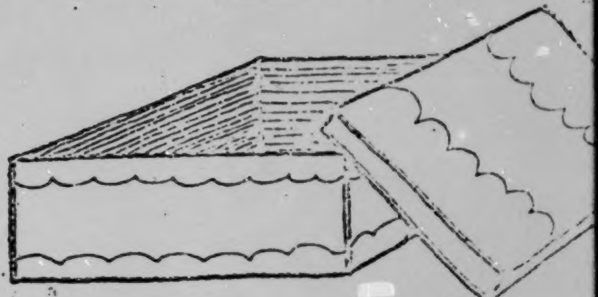

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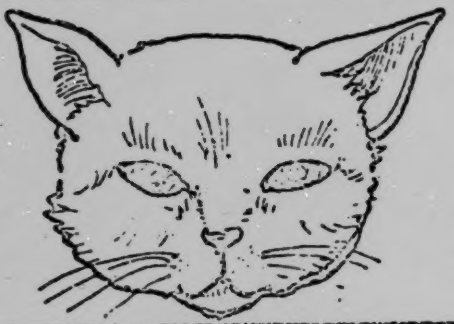

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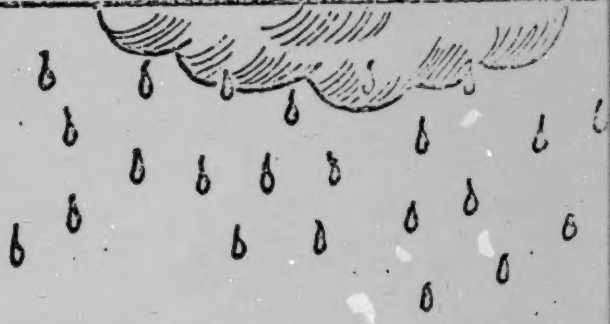

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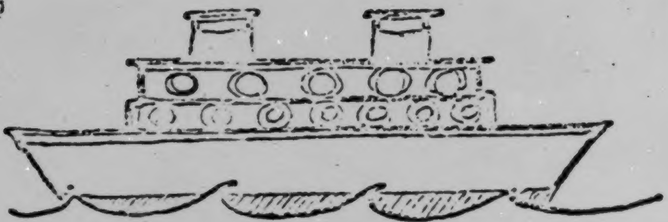

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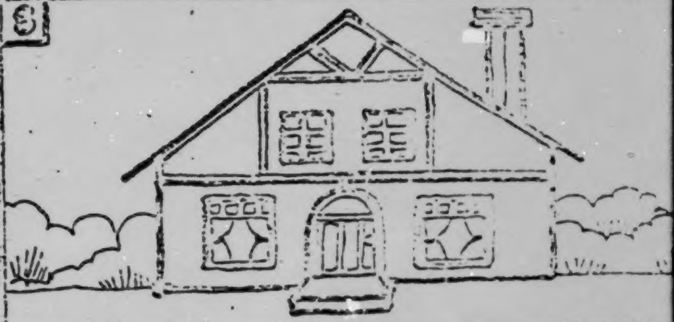

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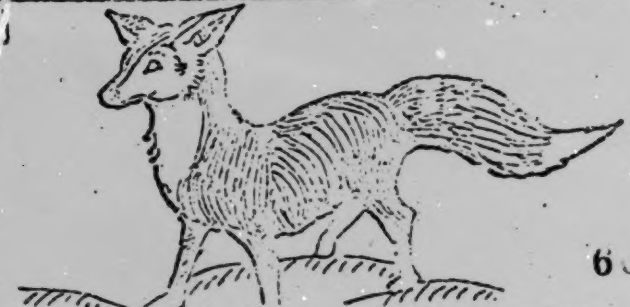

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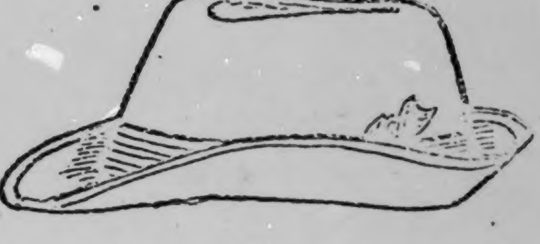

LESSON FIFTY-FOUR

Instructions

Learning to read involves only a few basic ideas. Once your child understands these ideas, he will be able to keep learning new words on his own. The first of these ideas is that words have beginning sounds, and that alphabet letters stand for these sounds. As soon as your child understands this, all he has to do is memorize the different beginning sounds and the consonants that make those sounds. (Consonants are all the letters of the alphabet except for the vowels, a, e, i, o, and u.) Your child already knows 6 out of the 21 consonants that words can start with, so he is well along in mastering this part of reading.

The second important idea your child will need to understand is that there are families of words. In these families the words are alike except for their beginning consonants. In today's lesson your child will meet the family of at-words. This family includes all words ending with at - cat, bat, rat, fat, hat, etc. Your child will soon realize how to make many different words out of one word just be changing the first letter. Once he grasps this idea, he will be able to learn new words much faster than if he had to learn every new word by sight.

If your child wants to know about some word that may not be in a lesson, by all means tell him what he wants to know - how to spell it, or how it looks. Don't hesitate to add your own ideas to these lessons if your child has some special interest. In this lesson, for instance, you might want to draw another balloon on page one and write a word in it that you child finds extra interesting - astronaut, or ghost, or school, perhaps. A child who's interested in what he's learning can master an unbelievable amount of material, so give it to him if he asks. Don't worry if what he wants to know doesn't seem to have anything to do with the lesson. If he is curious enough about something to ask questions, you can be sure he'll remember the answers.

Materials You Will Need

5 worksheets
Magic marker
Crayons
5 gummed letters (B, M, C, F, S)
in a small envelope

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54-1

TAPING

Balloons! Balloons! Who'll buy my big, bright balloons? Can you guess who you're going to find on your first worksheet today, (child's name)? ..(pause) .. The balloon man, thats right. So take out your work sheets and look at page one. B E E P

Mr. Balloon Man's balloons all have words in them. And I bet you can read all those words. What do you think? ..(ause) .. Well, if you'll take out your crayons we'll play a game together. First look for the word that says cat and color the cat-balloon red. B E E P Now can you find the balloon that has the word mother in it? Color that balloon orange. B E E P Now look for the word I, and color the I-balloon yellow. B E E P The next word I'd like you to find is brother. Say the word and listen to the sound it begins with - buh, brother. Color the balloon that says brother blue. B E E P Color the balloon that says sister green. B E E P Now can you find the word like and color that balloon purple. B E E P Next, the balloon that says father? Color that balloon brown. B E E P Now look for the balloon that has the word train in it. Color that balloon two colors - red and blue. B E E P Now there's just one balloon left. The word that's in that last balloon is a tricky one. It's one of the rhyming words you learned in your last lesson and it rhymes with mouse. Can you read it? B E E P If you said house, you were correct, so color that last balloon - the one that says house any color you want to B E E P Now turn to page two. B E E P

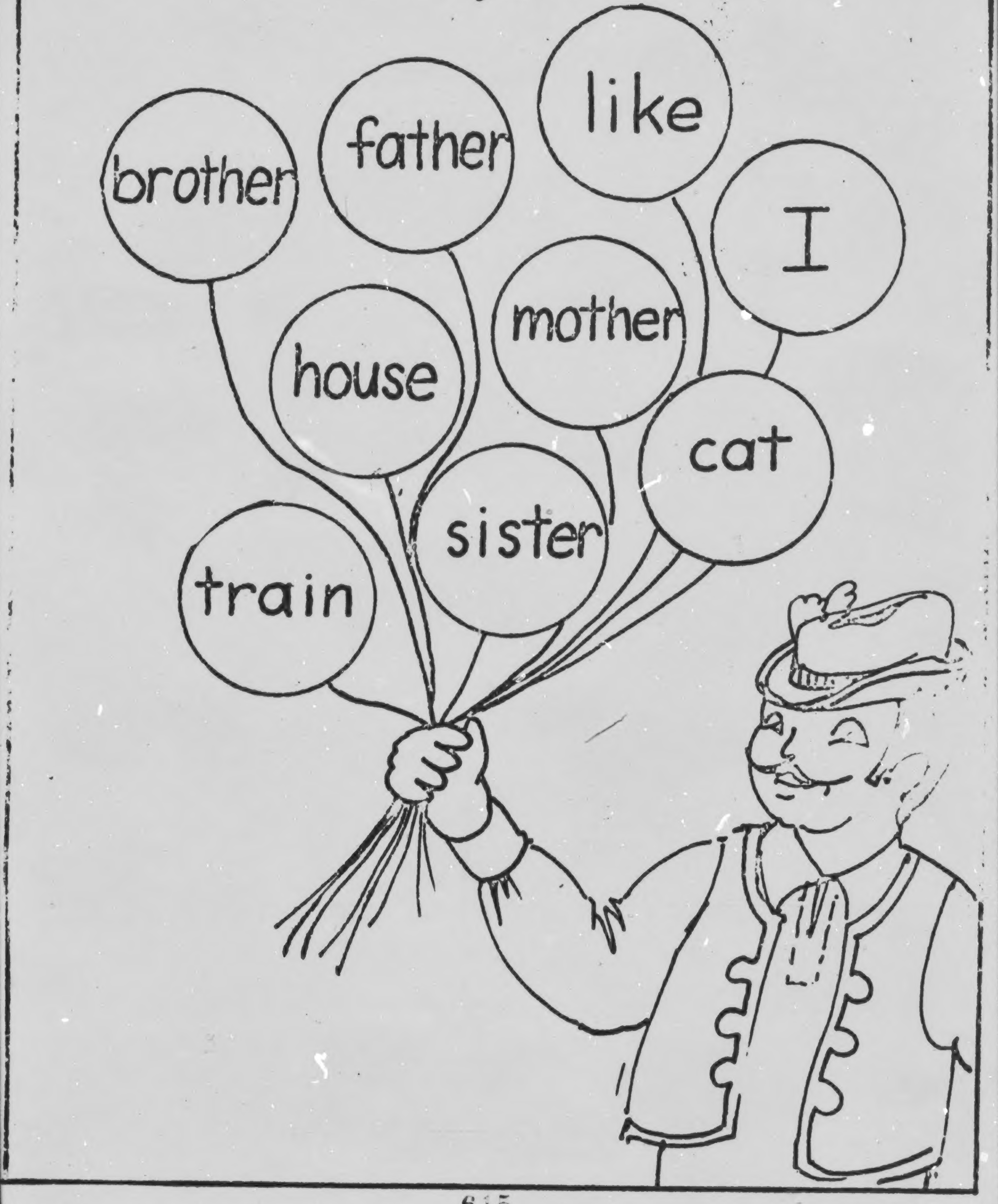
In your last lesson you played a rhyming game with words that sound alike. You learned something important about words that sound alike too. Let me ask you a question. How do words look that sound alike? B E E P Words that sound alike, usually look alike, except for the first letter. Can you read the two rhyming words on this page? B E E P If you said cat and hat, you were absolutely correct. Very good, (child's name). Now turn to page three. B E E P Count the words you see. B E E P How many words are there on this page? ..(pause) ..

Six, that's correct. Now look at those six words very carefully. How many letters are in every one of those words? B E E P Three, very good. Now look at the last letter in every word. Is it the same or different? B E E P The same, and what is the last letter that's in every word? ..(pause) .. T, that's correct. Now look at the middle letter in those six words. Are they the same or different? B E E P They're the same too, aren't they? What letter is the middle letter in every word?.. (pause) .. The letter A, very good, (child's name). Now look at the first letters in those six words. Are they the same or different? B E E P They're all different. That's because every word begins with a different sound. Now you look at the words, and I will read them to you, starting with the one at the top. Listen carefully, because I'm going to ask you to read them too, in a little while. Are you ready? ..(pause) .. Okay, then, starting with the top word, the words say cat .. bat .. fat .. sat .. mat .. and hat .. Do you think you can read those words with me this time? Say the sound each word begins with first, and then you'll be able to do it very easily, I'm sure. You be a copycat and say what I say .. We're going to read those words again, but we'll say the sounds they begin with first. Here we go! Kuh - kuh - cat ..(pause) .. Buh, buh - bat ..(pause) .. FFFFF - fat ..(pause) .. SSSS - sat ..(pause) .. MMM - mat ..(pause) .. H - h - hat ..(pause) .. Very good, (child's name).

Do you know what a family is? ..(pause) .. You, your mother and your father, your sisters and your brothers (change this to match your own situation) are a family. You belong together. And do you know what? All those words you just read are a family too, because they sound the same. Your family is called the _______ (your last name) family. Can you guess what family all those words belong to? ..(pause) .. All those words that end with the two letters A and T belong to the at family, because they all end with the sound at. Turn to page four and you will see a picture of the at family. B E E P

How many at-children do you see? B E E P There are five at-children, that's right. And your job is going to be to give each one a name. In order to do that you'll need the gold letters that are in the envelope in your folder. Take them out and count them. B E E P Are there five letters, one for each at-child? Good, then find the letter B that says buh - buh, and stick it to the balloon the first at-child is holding. B E E P Now you wrote his name. Can you read it? Put buh and at together and what do you get? ..(pause) .. Bat, good! Say it again, good and loud - BAT ..(pause) .. Fine. Now find the gold letter M and stick it to the second at-child's balloon. B E E P What word does the letter M make when you put it in front of at? B E E P Mat. Say it again - MAT ..(pause) .. Very good. Now in the third at-child's balloon will you stick the letter C? B E E P I'm sure you can read that word. What does it say? B E E P Cat, that's correct. Now take the letter F and stick it in the fourth at-child's balloon. B E E P Can you read the word? B E E P If you said fat, you were correct again. Now take the last letter, the letter S, and stick it to the last at-child's balloon. What name did you give her? B E E P Sat, good for you, (child's name). That was a very difficult job, and you did it very well. Now turn to the last page in today's lesson and you'll see another game you can play with your new family of at words. B E E P

Look at the first box. Can you read that word? B E E P I'm sure you said cat. Draw a funny cat in the box that says cat. B E E P Now look at box two. What do you see? B E E P A hat, that's correct. I wrote the first letter of the word hat in the first circle under the picture of the hat. Do you think you can finish the word hat, by filling in the two empty boxes? What letter will you write next? ..(pause) .. The letter A, good. Write the letter A in the middle circle. B E E EP What letter do you think you will write in the last circle? ..(pause) .. The letter T, good for you. Write the letter T in the last circle and you will have written the word hat yourself. B E E P Now look at the third box. There is another at word for you to read. What sound does that word begin with? B E E P Buh, that's correct. Now can you read the word in box three? B E E P If you said bat, you got that correct, too, Draw a bat in the box with the word bat. Now look at the last box, box four. That's practically a whole sentence. Can you read it? B E E P If you said A fat cat sat, you were correct, so give yourself a big star. B E E P Now draw a funny picture to go with your sentence. B E E P I'd like to see what your fat cat looks like. Will you show me the picture you draw? B E E P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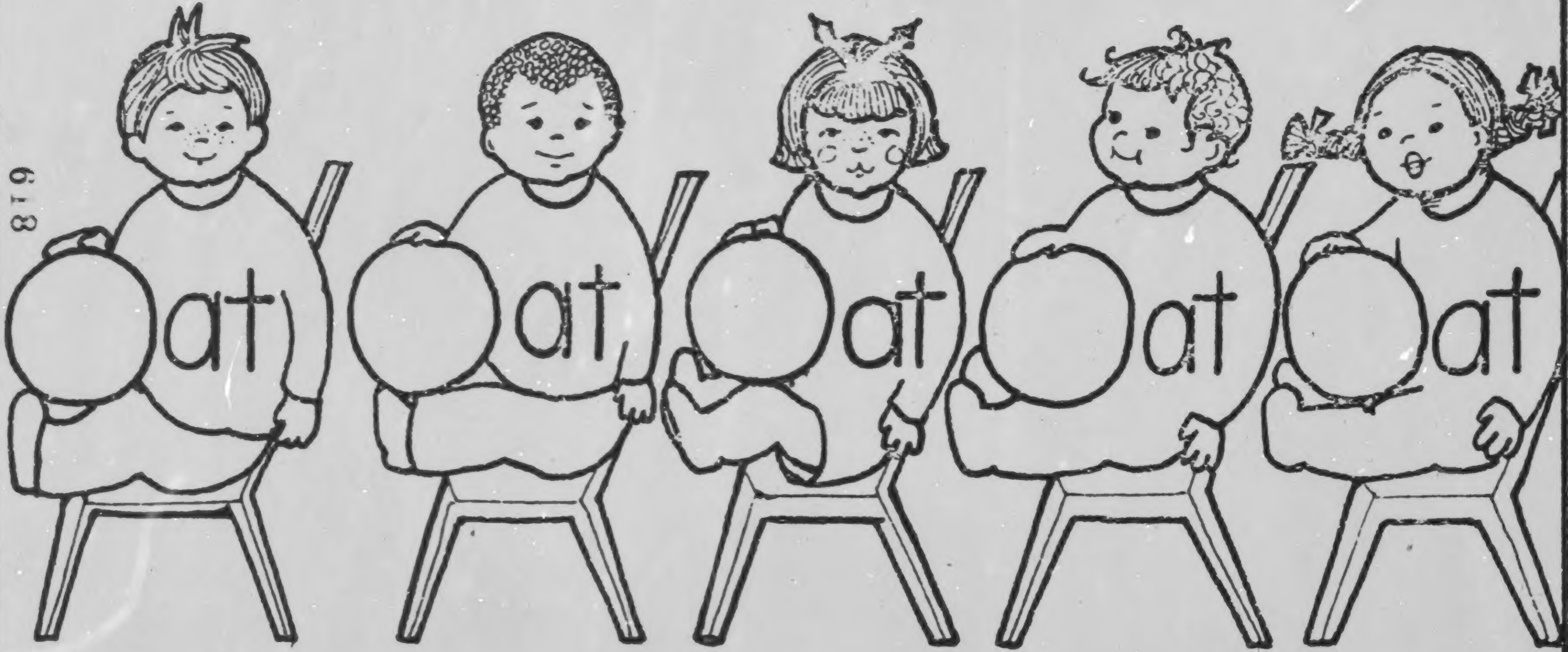
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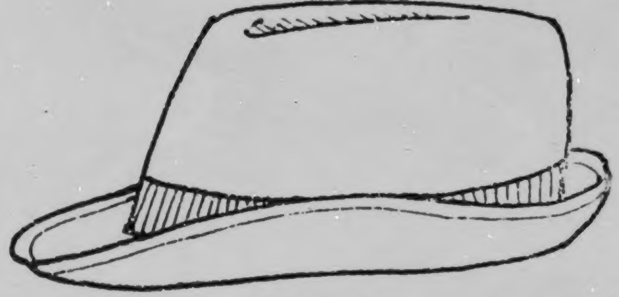

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A fat cat sat

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LESSON FIFTY-FIVE

Instructions

In today's lesson your child will meet a new beginning consonant, the letter H. To help him learn the new sound, he will try a simple experiment. He will say the sound Huh in front of a mirror so he can see how it clouds over when he says the sound correctly. A small hand mirror will be fine. If you don't have one, arrange a place for him to stand in front of a mirror, on top of a chair if necessary. You may need to help him at this point in the lesson. When you give him instructions on the tape, change the words to explain the set-up you have planned. Page four in this lesson is the fourth worksheet your child used in the previous lesson - lesson 54. Get it out and put it between worksheets 3 and 5.

Materials You Will Need

5 worksheets
Magic marker
Crayons

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Taping

Ho, ho, ho! Ha, ha, ha! Can you guess why I'm so happy today, (child's name)? . . (pause). . I have a new letter for you to learn and this letter is the happiest letter I know. Turn to page one in your worksheets for today and you will see the happy letter. BEEP Do you know why this letter is the happy letter? . . (pause). . That's because it's always saying words like Ho, ho, ho and Ha, ha, ha and Hee, hee, hee. This letter makes the sound Huh that all those happy words begin with. Today we're going to do a little experiment, so find a mirror.

(Note to parent: At this point on the tape, give your child whatever directions he will need to find the mirror you have gotten ready for him to use. If he needs to go to another room, tell him to take the tape recorder along with him.)

Now stand as close as you can to the mirror and say the sound your new letter makes three times, like this: Huh, huh, huh . . (pause). . Did you notice what happened to the mirror as you said huh into it? . . (pause). . If you said the sound correctly, the mirror got all cloudy. Try it again and watch your mirror get cloudy as you say Huh three more times . . (pause). . Now go back to where you were doing your lesson and get out your second worksheet. BEEP

Here are six pictures of things that begin with your new letter - the happy letter that likes to say all those words that begin with Huh, like Ha, ha, ha and Ho, ho, ho. Point to the picture in box one and tell me what you see. . . (pause). . A house, that's correct. And house begins with Huh, doesn't it? Say it after me - Huh . . . House. . . (pause). . Now look at box two. What do you see that begins with Huh? . . (pause). . A hat - huh - hat. Now point to the third box and say what you see . . (pause). . A hammer. Say it after me - Huh - hammer . . (pause). . Box four should make you think of Valentine's Day. What do you see? . . (pause). . A heart - Huh - heart. Now look at box five. What do you see that begins with Huh? . . (pause). . A horse, very good. And now look at the last box, box six. That's a very long word that also begins with huh. Do you know what it is? . . (pause). . A helicopter, good for you, (child's name). Ho, ho, ho, that makes me very happy that you knew all those words that begin with H, the happy letter. You can color them if you like. Then turn to page three. BEEP

Can you guess what you're going to do in this hat store? I'd like you to practice writing your new letter on all the hats you see. Write a capital letter H and a lower-case letter H in every hat in the store. BEEP If you want to, you can color the hats when you have finished, but if you don't feel like it, go on to page four. BEEP

Here are those five children you met in your last lesson. They're all in one family - do you remember what family they belong to? BEEP If you said the at-family, you were correct. Today, let's see how well you remember the at-children's names. Take out your crayons and see if you can color them all correctly. First look for the at-child whose letters spell cat. Color her red. BEEP Now look for the at-child whose letters spell fat. Say the first sound -- FFFF - then find the child whose name begins with that letter. Color him green. BEEP Now find the at-child whose name is mat - MMM -

mat. Color mat blue. BEEP Now look for the at-child whose name is sat. Color sat purple. BEEP Now there's just one at-child left. Do you know what his name is? BEEP If you said bat, you were absolutely correct. Give yourself a great big star at the top of the page and color him any color you want to. BEEP Now turn to page five. BEEP

Do you see the two big boxes at the top of the page? The box on the left side of the page has a color word in it. That word is red. Color the box that says red all red to help you remember that color word. BEEP Now look at the other box. That's a color word, too. It begins with B and it says blue. Color that box blue. BEEP Now look at the rest of the page. There's a hidden picture for you to discover. Can you guess what it is? . . (pause). . If you will color all the spaces with the color words red and blue in them, you'll discover what the hidden picture is. First take your red crayon and color in all the spaces that have the word red in them. BEEP Now take your blue crayon and color in all the spaces that have the word blue in them. BEEP Have you found the hidden picture, (child's name)? If you discovered the sailboat, give yourself another big star. I hope you enjoyed that game, because I have another one for you to do in your next lesson. And that's the end of your lesson for today.

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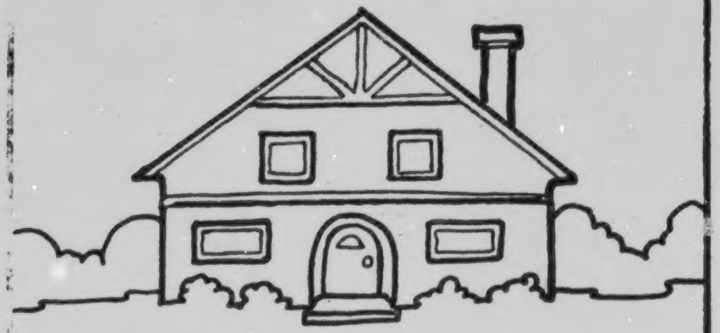

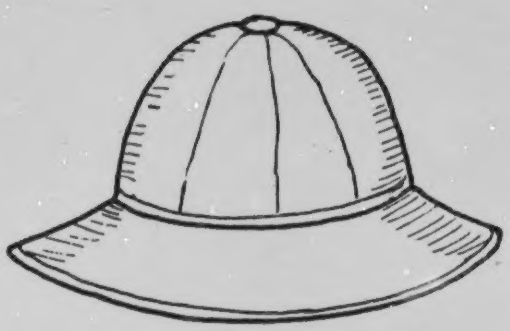

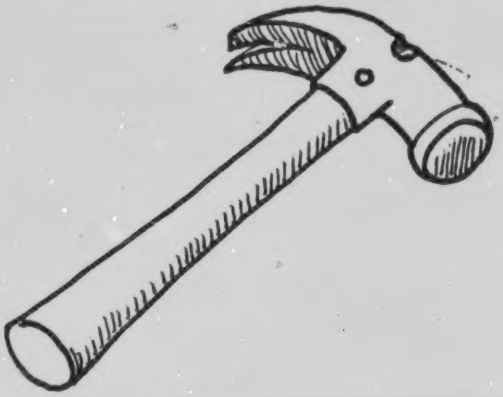

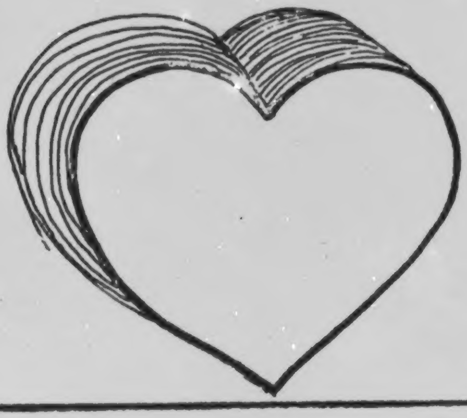

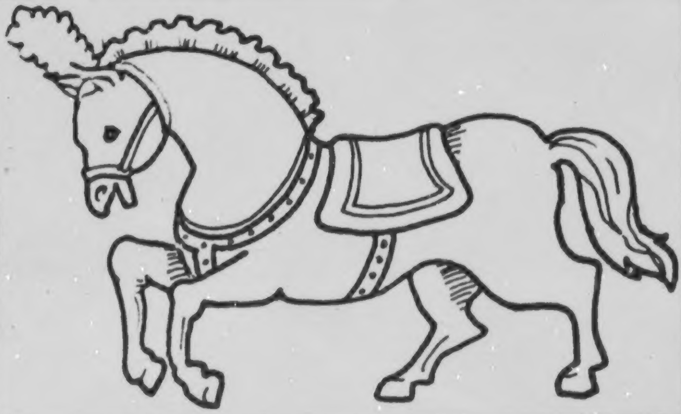

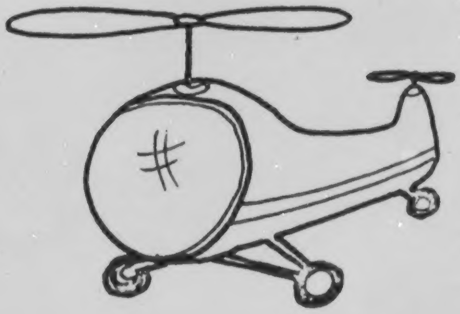

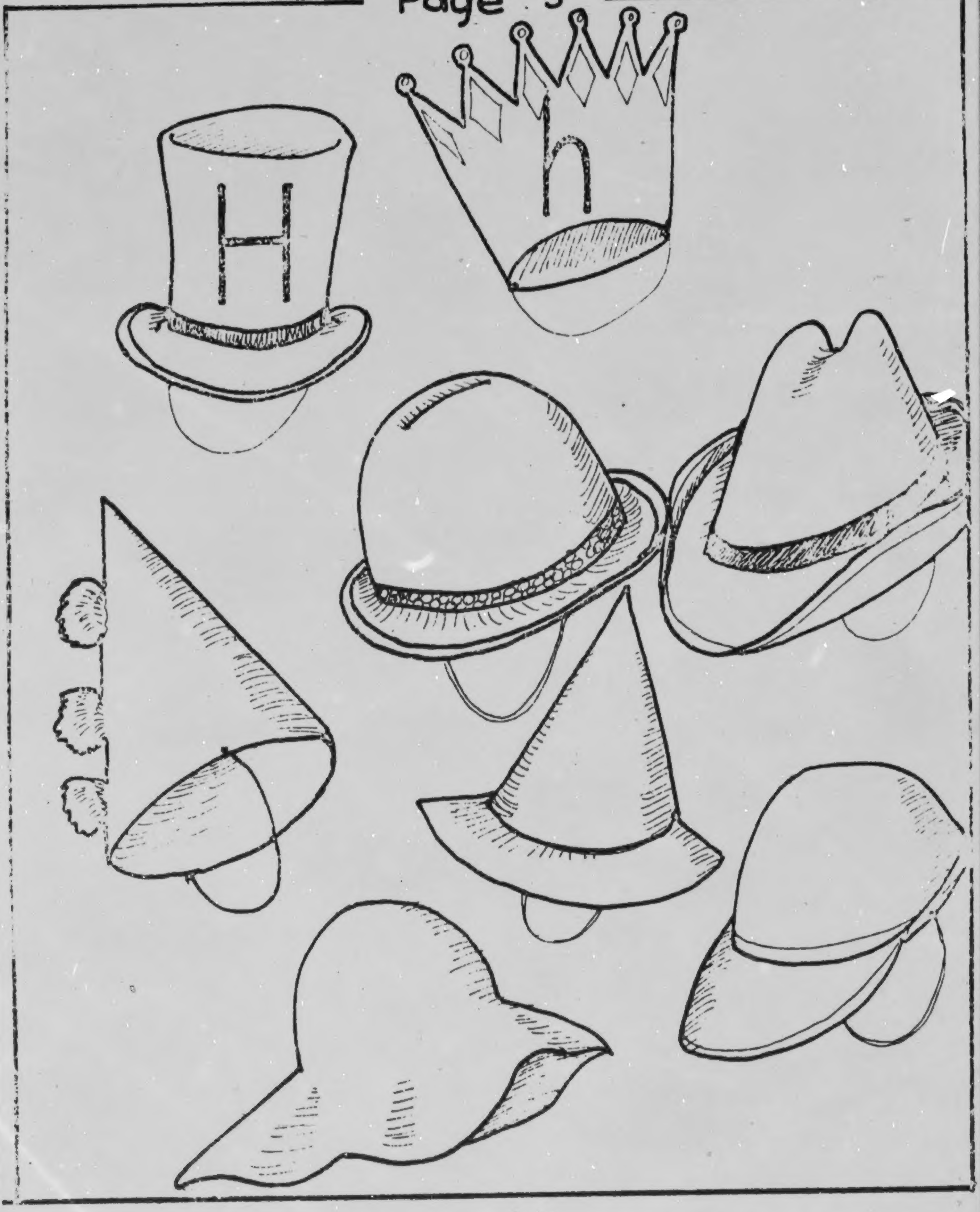
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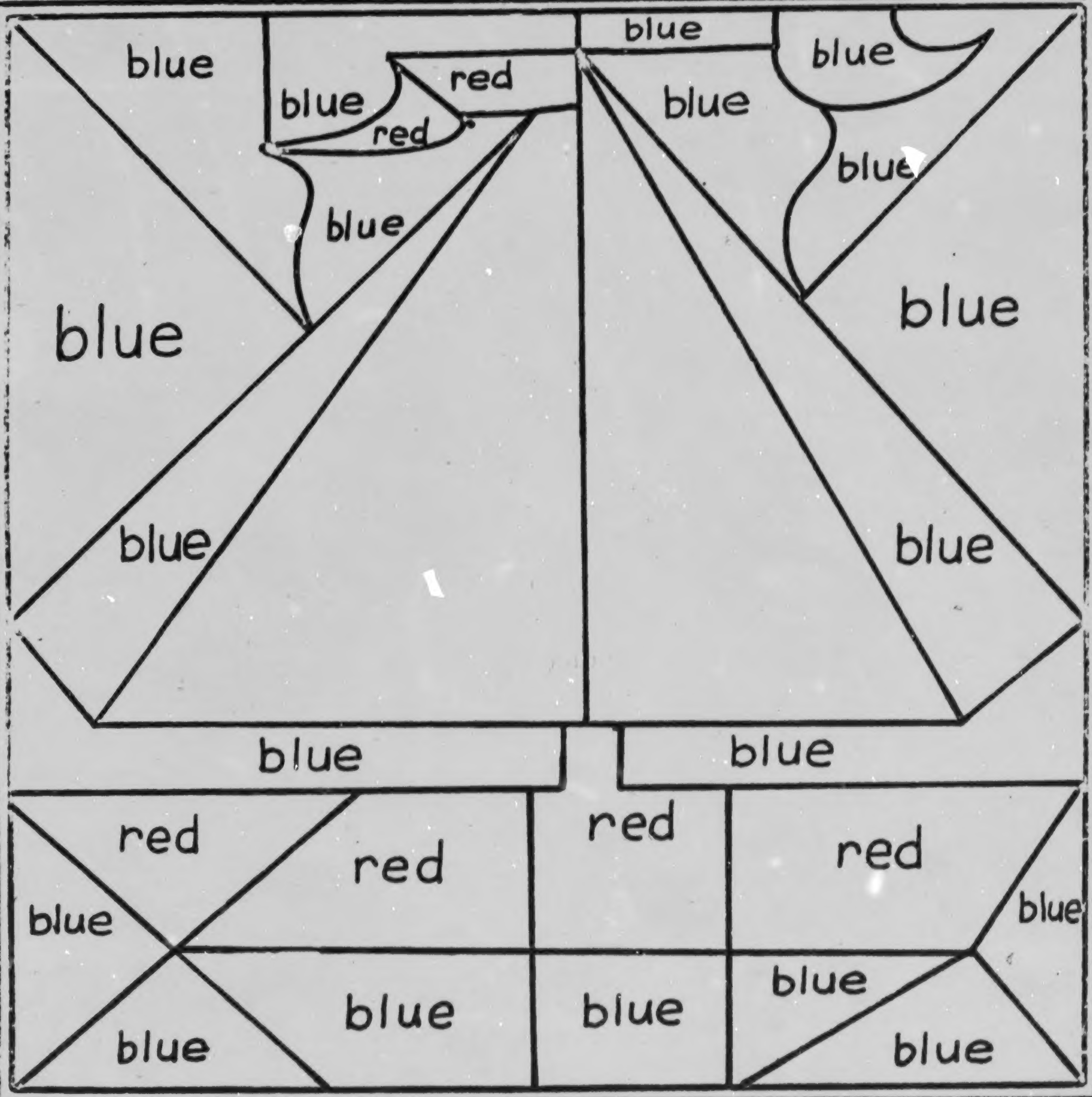
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LESSON FIFTY-SIX

Instructions

In today's lesson your child will review the letter H and meet a new color word - green. H is another of those letters that is hard to hear clearly on a tape. You will notice that when you make an H sound, you breathe out. If you can stretch the breathing-out a little longer than you normally would, it will help your child hear the H sound more clearly. To help you remember this, the H's have been underlined.

Materials You Will Need

- 6 worksheets
- Magic marker
- Crayons

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56-1

Taping

Ha, ha ha! Guess who's back again today, (child's name)? Happy H, that's who. Take out worksheet number one. BEEP There's a Happy H again. Can you make green stripes on the capital letter H? BEEP Now make green dots on the lower-case letter H. BEEP

Do you remember how you made the H-sound in front of a mirror? Tell me the sound the letter H makes, nice and loud. . .(Pause).. If you said Huh, huh, huh you were correct. What happened to the mirror when you made the sound Huh in front of it - do you remember? BEEP It got all cloudy, didn't it? Let's make the sound the letter H makes again, three times nice and loud. . . (Pause). . Good for you, (child's name). Now let's play some games with the letter H. Find your second worksheet. BEEP

Here are the H-pictures you named before. Today I want you to guess which one I'm thinking of. I'll give you some hints. Listen. I'm thinking of something you wear on your head. What is it? BEEP A hat, that's right. What sound does hat begin with? . . (Pause). . Huh, the sound happy H makes. Can you write the letter H beside the hat? You can copy it from the ones at the top of the page if you need to. BEEP Now tell me which H picture you would find on a valentine. BEEP A heart. And heart begins with huh, too, doesn't it? So write an H beside the heart. BEEP

I'm thinking of something people ride in the air. What H picture is it? BEEP A helicopter, good, (child's name). What sound does helicopter start with? . . (pause). . Did you say huh? Write an H beside the helicopter. BEEP Now I'm thinking of something else that gives rides, but this something has a tail. What is it? BEEP A horse, of course! And horse starts with huh, too, doesn't it? Write an H beside the horse. BEEP I'm thinking of something people live in. What H-word could it be? BEEP House! Good for you! I'm sure you know what sound house starts with. Tell me. . . (Pause). . Huh, of course. Write an H next to the house. BEEP Now I'm thinking of a tool you use to put nails into wood. What H-word would that be? BEEP Did you say a hammer? Right! Hammer starts with a huh sound, too, so write an H next to the hammer. BEEP

Now let's go on a letter H-hunt. Find worksheet three. BEEP There are lots of things that begin with the letter H hiding in that picture. Your job is to find them. Put onyour hunter's helmet and see if you can find all the hidden H-things. Make an X on all the things you see that begin with the sound huh that the letter H makes. BEEP

How was the hunting, (child's name)? Did you find all the H-things that were hiding in the picture? You should have found at least seven. I'll tell you the names of the H-things that were hiding. Point to each one as I name it. (slowly)

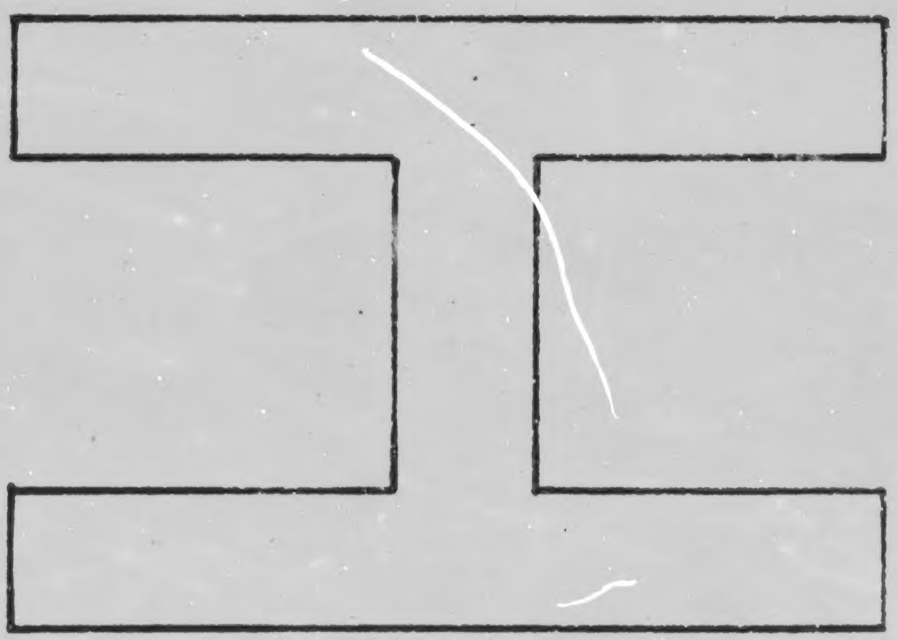
Did you put an X on the helicopter? Did you put an X on the house? Did you put an X on the hose? There's a hydrant, too. Did you put an X on it? Did you put an X on the horse? What about the hat? And did you find the heart? That makes seven H-things. If you found all those, you were a very good H-hunter, (child's name). But maybe you have extra-sharp eyes. Did you find more things that start with H besides all those? Look at the children. (slowly) Did you find the hair? A head? A hand? A holster? If you did, give yourself a great big star at the top of the page. BEEP Now get out page four. BEEP

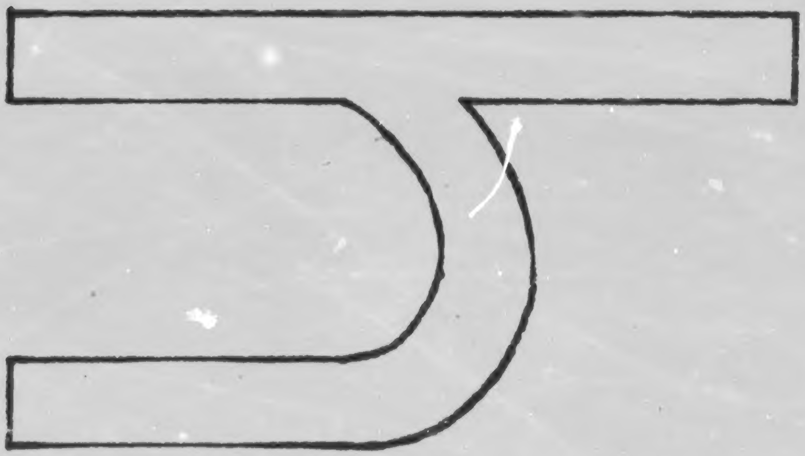
Climb on your horses, everybody! We're going for a ride! The merry-go-round man has names for all his horses. That's why they have their initials on their saddles. The horses are all different colors, too. Get your crayons and I'll tell you what colors to make them. . . (Pause). . One of the horses is named Hurricane Harry. Say the name to yourself and think what letter Hurricane and Harry begin with. . . (Pause). . Hurricane begins with H and so does Harry. Find a horse with the letter H on its saddle and color it red. BEEP Can you tell which horse is called Black Beauty? Think what letter Beauty starts with. . . (Pause). . Beauty starts with B, doesn't it, (child's name)? Find a horse with a B on it and color Beauty black. BEEP Another horse's name is Hustling Hilda. Can you find it? Say the name - Hustling Hilda. . . (Pause). . What letter does Hilda start with? . . (Pause). . Hilda starts with the sound huh that the letter H makes, so find another horse with that letter on it. Color Hustling Hilda green. BEEP Now there's just one horse left. It's name is Tough Tilly. Can you find it? Color Tough Tilly any color you want to. BEEP

Now take out worksheet number five. BEEP There on top of the page is a new color word. It says what color all the vegetables on that worksheet should be. Can you guess what it says? . . (Pause). . It says green, and if you said green that was very good, (child's name). Now let's look at those vegetables and see if you know what they are. Look at box one. What green vegetable do you see? . . (Pause). . If you said peas, you were correct, so color the peas green like the word green says. BEEP Now look at the picture in box two. Do you know what kind of vegetable that is? . . (Pause). . If you said lettuce, you were right again. Put your finger on the word in front of the picture. What kind of lettuce does that word say it is? . . (Pause). . It's green lettuce, so color the lettuce green, too. BEEP Now let's look at box number three. This vegetable is long, lumpy, and bumpy. Do you know what it is? . . (Pause). . Did you say a cucumber? Good, for you, (child's name). Look at the word in front of the cucumber and then tell me what kind of a cucumber it is. . . (Pause). . Did you say a green cucumber? . . (Pause). . I'll bet you did. Now please color the cucumber green like the other vegetables on the page. BEEP

Now find worksheet number 6. It's a puzzle for you to do. Inside the puzzle something is hiding. Do you remember how to do this kind of puzzle? I'll tell you. On top of the page there are three boxes. Put your finger on the box on the left. It has a color word in it. Can you read that color word? BEEP If you said red, you were correct. With your red crayon, color in the box that says red. BEEP In the next box, there is another color word. Can you read it? BEEP If you said blue, you were correct. Take your blue crayon and color in that box. BEEP Now look at box number 3. There is another color word. I'm sure you know what it says. Tell me. BEEP Green, of course! Color that box in green. BEEP

Now let's look at the puzzle. First take your red crayon and color the spaces that say red. BEEP Next, take your blue crayon and color the spaces that say blue. BEEP Now take your green crayon, and color the spaces that say green. BEEP Have you found the hidden picture, (child's name)? Tell me, what do you see? BEEP Very good, and that's all for today.





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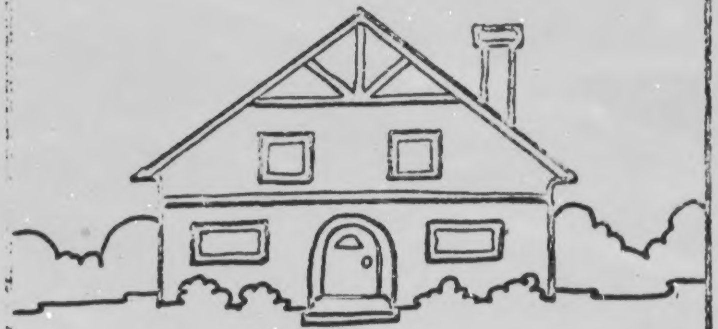

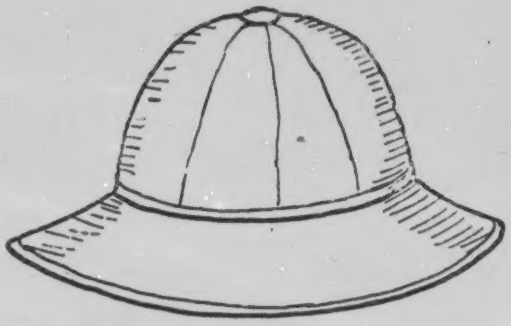

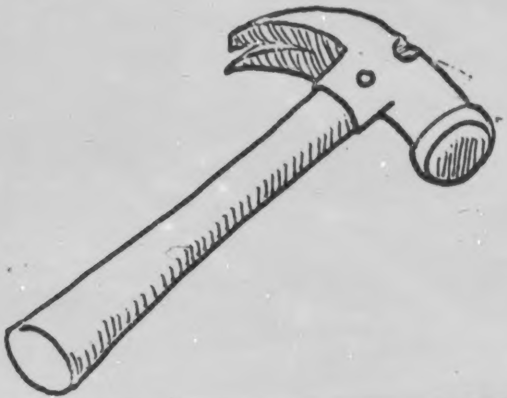

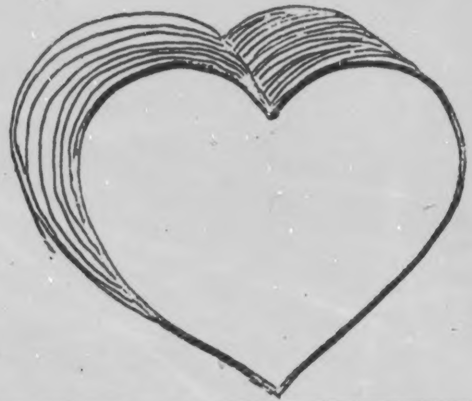

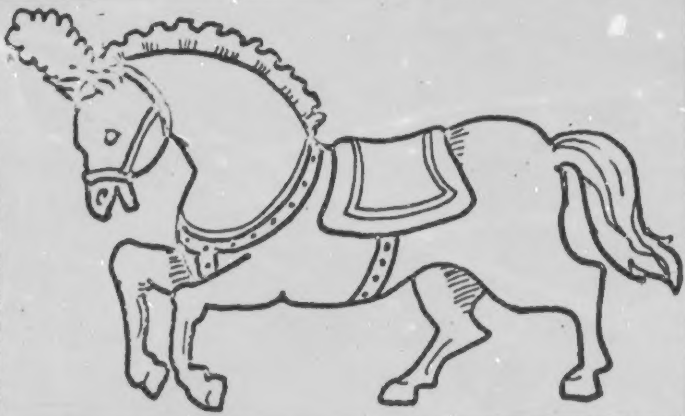

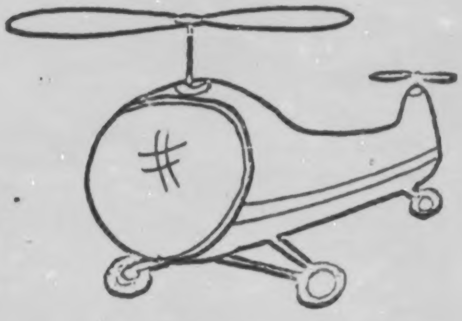

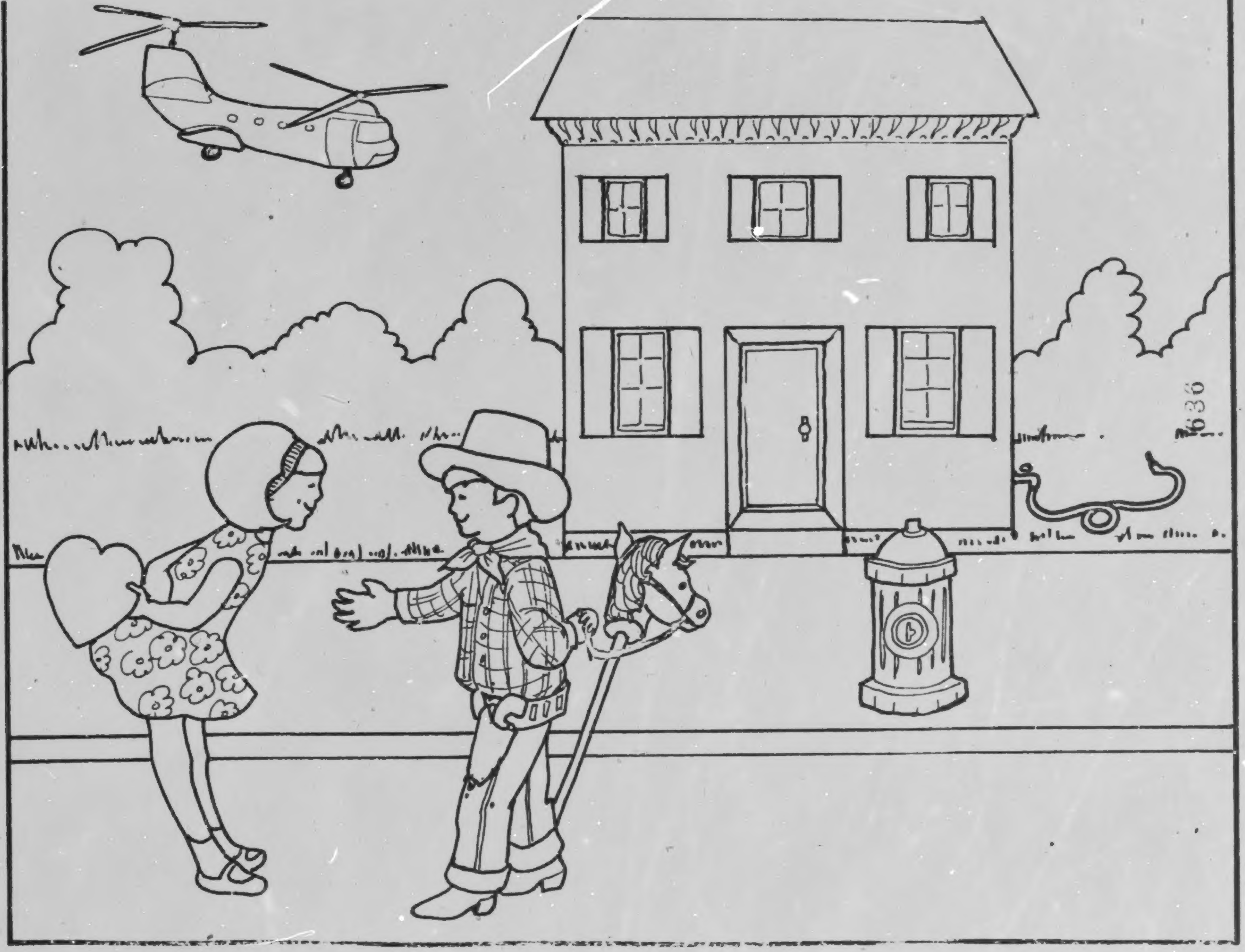

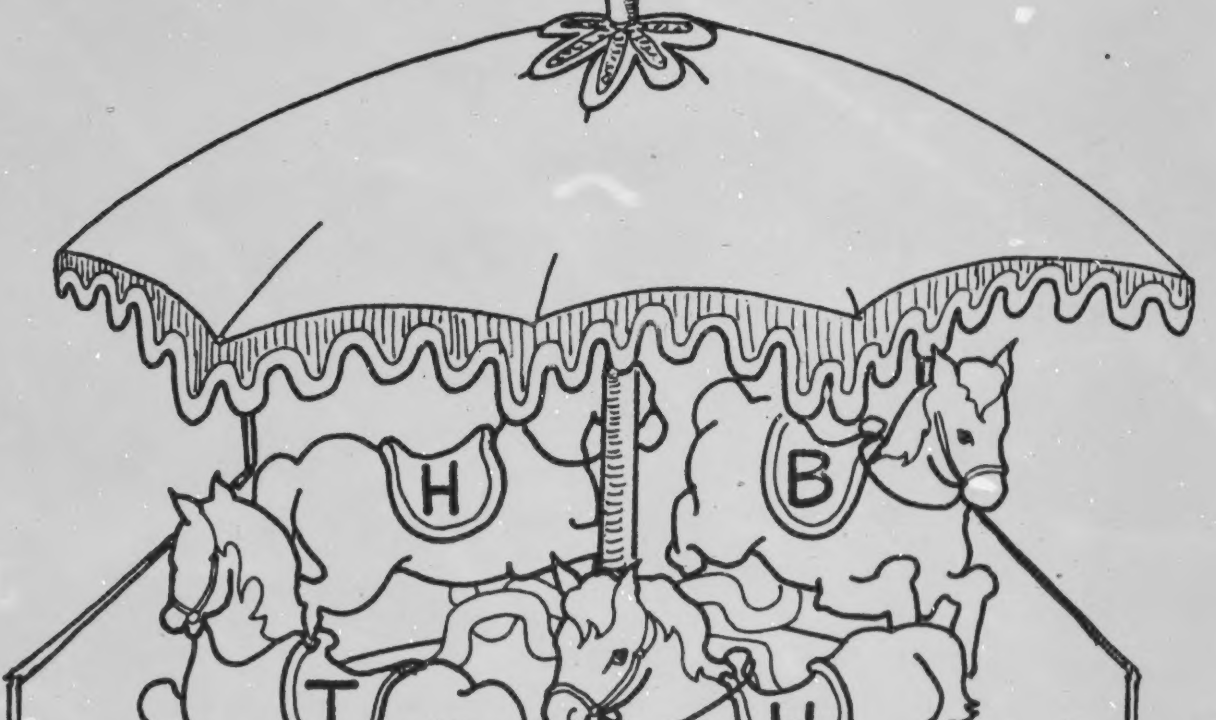
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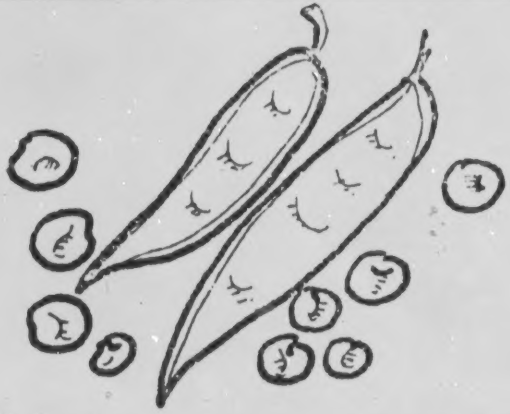

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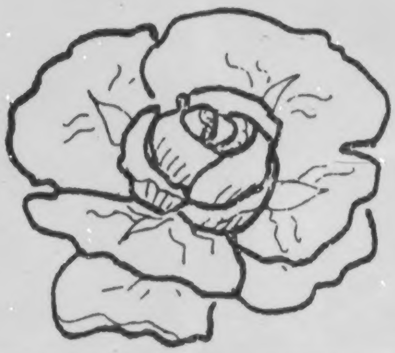

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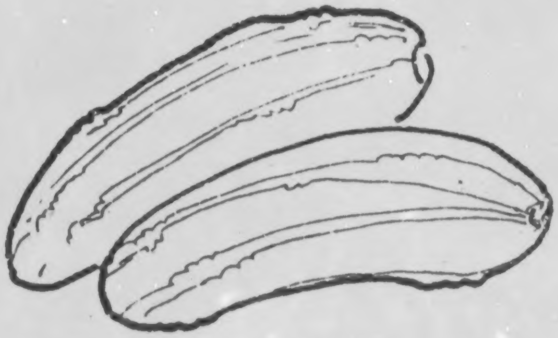

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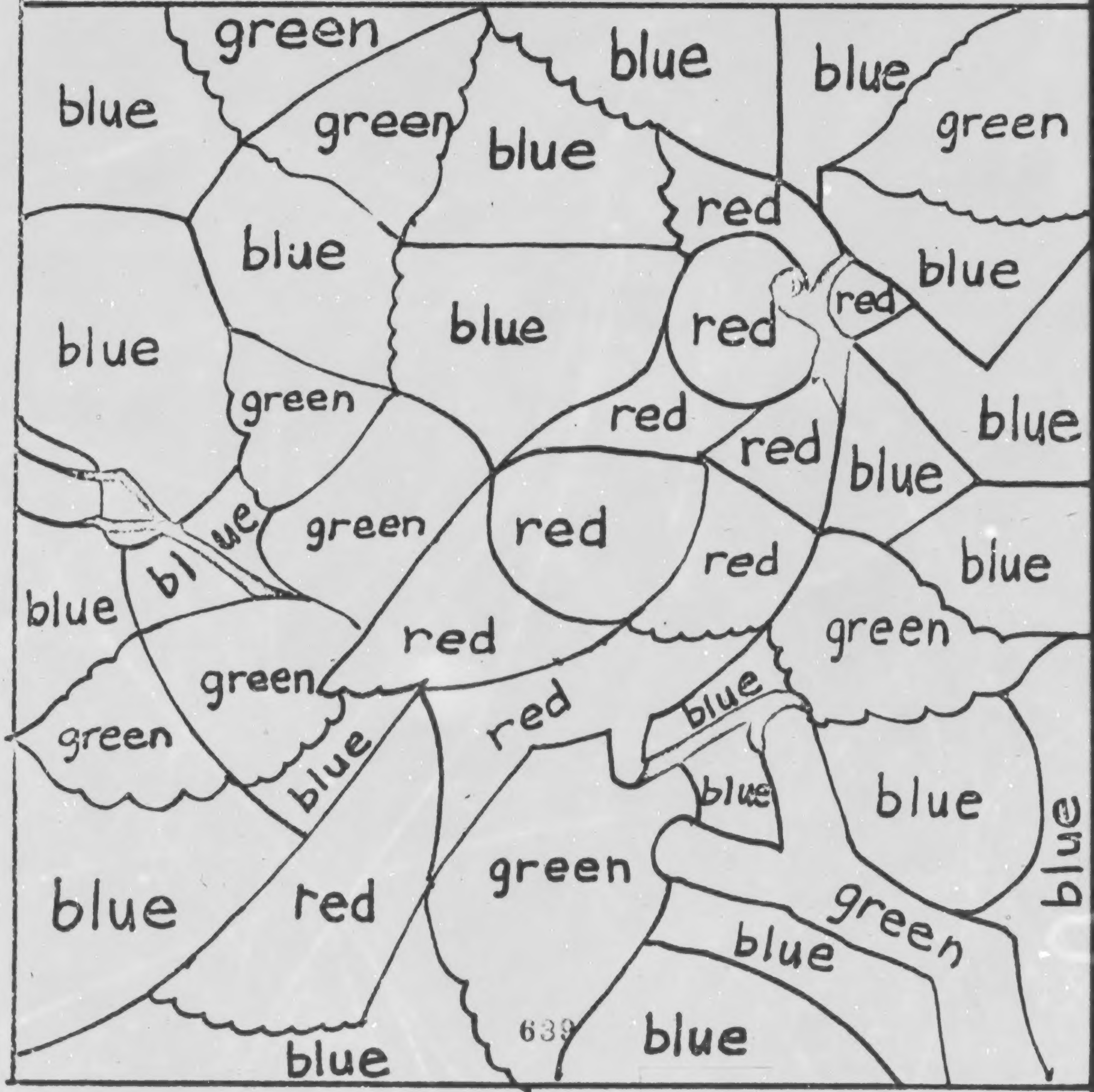
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LESSON FIFTY-SEVEN

Instructions

In this lesson your child will meet the word my for the first time. He will also review the at-family and other words he has had before. He will need a small box, if you have one. A shoe box would be fine. If you don't have a box, a bag will do just as well. Find four or more things that belong to your child and put them in the box or bag. You might pick something like his comb, his sock, his shirt, a toy, etc. On worksheet number three, he will be asked to draw pictures of the things in his bag or box.

You will also need to cut the puzzle on the cut-out page into six pieces. Put them in a small envelope in your child's folder.

When your child brings you his drawings at the end of the lesson, be sure to compliment him on his work. They may not look like what he was asked to draw, but your encouragement and praise is very important to him.

Materials You Will Need

5 worksheets
Cut-out page (Cut apart the puzzle pieces and place them in a small envelope)
Magic marker
Crayons
Bag or box of articles belonging to your child
Tape or paste
Scissors

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Taping

Today we're going to learn a new word, (child's name). Take out your worksheets and you'll see it on page one. BEEP Look at the first box. Tell me what sound those letters make. . . (pause). . Did you say Mmmmm? Good. Now look at box two. What do you see? . . (pause). . Did you say an eye? Very good, (child's name). Now look at box three in the middle of the page. Here is the letter that says Mmmm and the eye squeezed together. Can you squeeze those two sounds together to make a word? If you can, you will have figures out your new word for today. Try it. Say the sound the letter M makes. . . (pause). . Now say eye. . . (pause). . Now run them together and what word do you get? BEEP If you said My, you did very well, (child's name). But did you ever see a word in a book that looks as funny as the word you just read? I don't think I ever saw a book-word that had the picture of an eye in it, did you? That's because people only use alphabet letters when they write words in books. In a book, the word my looks the way you see it in box four. Those two alphabet letters say my. Can you think what the word in box five says? . . (pause). . That says my too, that's right. This time the letter M is a lower-case letter, but the word still says our old friend my. Now turn to page two of your worksheets. BEEP

Can you find all the words that are hiding on this page? Just connect the dots to bring the words out of hiding. Take your magic marker and connect the dots in box one. BEEP What word did you find? BEEP Did you say my? That was correct. Now connect the dots in box two. BEEP I bet you know what that word is. Tell me. . . (pause). . That word says my, too. Good for you, (child's name). Now connect the dots in box three. BEEP What words did you find? BEEP Did you say My cat? If you did, you were right again. Now do the same thing in box four. BEEP What words did you find this time? BEEP Did you say My house? That was very good, (child's name), and if you read all those words correctly, give yourself a big star at the top of the page. BEEP

(Note to the parent: not to be taped. Next your child will use the things you collected for him. When you tape the instructions that follow, use the word box or bag, whichever you have chosen. Or, if you are using another container, tell him what to look for)

Can you find the box (or bag) that I put with your folder today, (child's name)? Open it up and see what's inside. BEEP Take all the things out of the box (or bag) and put them on the table (or floor) in front of you. BEEP Did you find some things that belong to you? . . (pause). . Tell me what you found. BEEP

Now find your worksheet number three. BEEP Can you read what it says at the top of that page? BEEP If you said, My Box, that was very good. Do you see the spaces with the word my written in them? Here is what I'd like you to do in each space with the word my in it. I want you to draw one of the things you found in your own box (or bag) in each space. Save your picture till the lesson is over and then show it to me. I will write the names of the things you drew and put it up for everyone to see. Now let's see what fine drawings you can make of your things. BEEP Now find page four. BEEP

We're going to do a puzzle with this page. The puzzle pieces are in the little envelope in your folder. Can you get them out? BEEP Count the pieces. BEEP Do you have six puzzle pieces? Each piece has part of a picture on it. Here's how to put the puzzle together. First find the puzzle piece that says number one in the corner. BEEP Put it down on top of the box that says cat. BEEP Now find piece number two. BEEP Put it on top of the box that says mat. BEEP Now put piece number three on the word bat. BEEP Piece number four goes on the word fat. BEEP Put piece number five on the word hat. BEEP Now you should have just one piece left - piece number six. Put the last piece on the word sat. BEEP

If you put all the pieces in the right places, you should have made a picture. If your picture doesn't look right, take your puzzle pieces off and rewind the tape to the beginning of the puzzle game. Then you can try the puzzle one more time. The sentence at the bottom of the page tells what's happening in the picture. The sentence has a new word in it, but I bet you can figure out the sentence anyhow. Can you look at the picture and then read the sentence? BEEP Did you read (slowly) "A fat cat sat on my hat?" If you got that right, that was very good indeed! Did you know you could read such a long sentence?

Now find page five. BEEP Here are five at-children. They're all talking about things they like. Can you find the at-child whose name is bat? Can you read what he is saying? He's saying, "I like my boat." Now see if you can tell me what the at-child whose name is mat is saying. BEEP Did you say, "I like my sister?" Good. Now what about the at-child named fat?

What is he saying? BEEP He is saying. "I like my cat", isn't he? And what is Pat saying? BEEP Did you say, "I like my mother"? That's right. The last at-child is cat. What is she saying? BEEP Did you say, "I like my train"? Very good, (child's name). If you read all of those sentences correctly give yourself a great big star at the top of the page. . . (pause). . You worked very hard today. Call me now and show me the pictures you drew. BEEP

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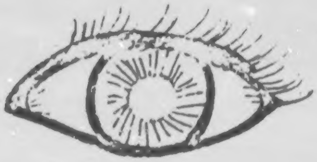
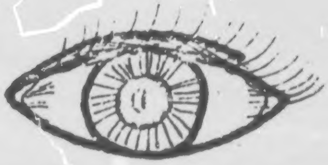


M 

My

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Page 2

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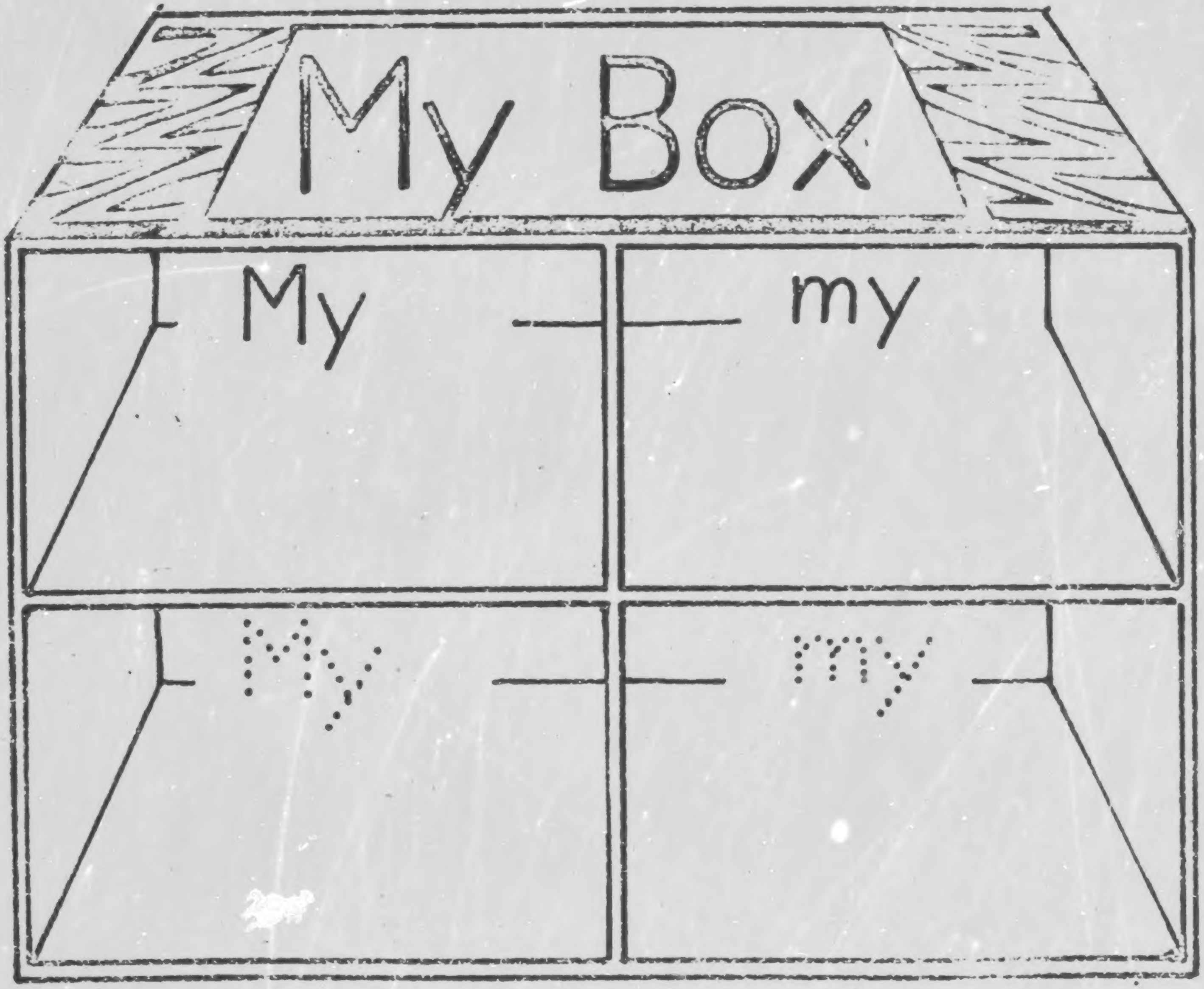
My cat

my house


My Box
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57-3

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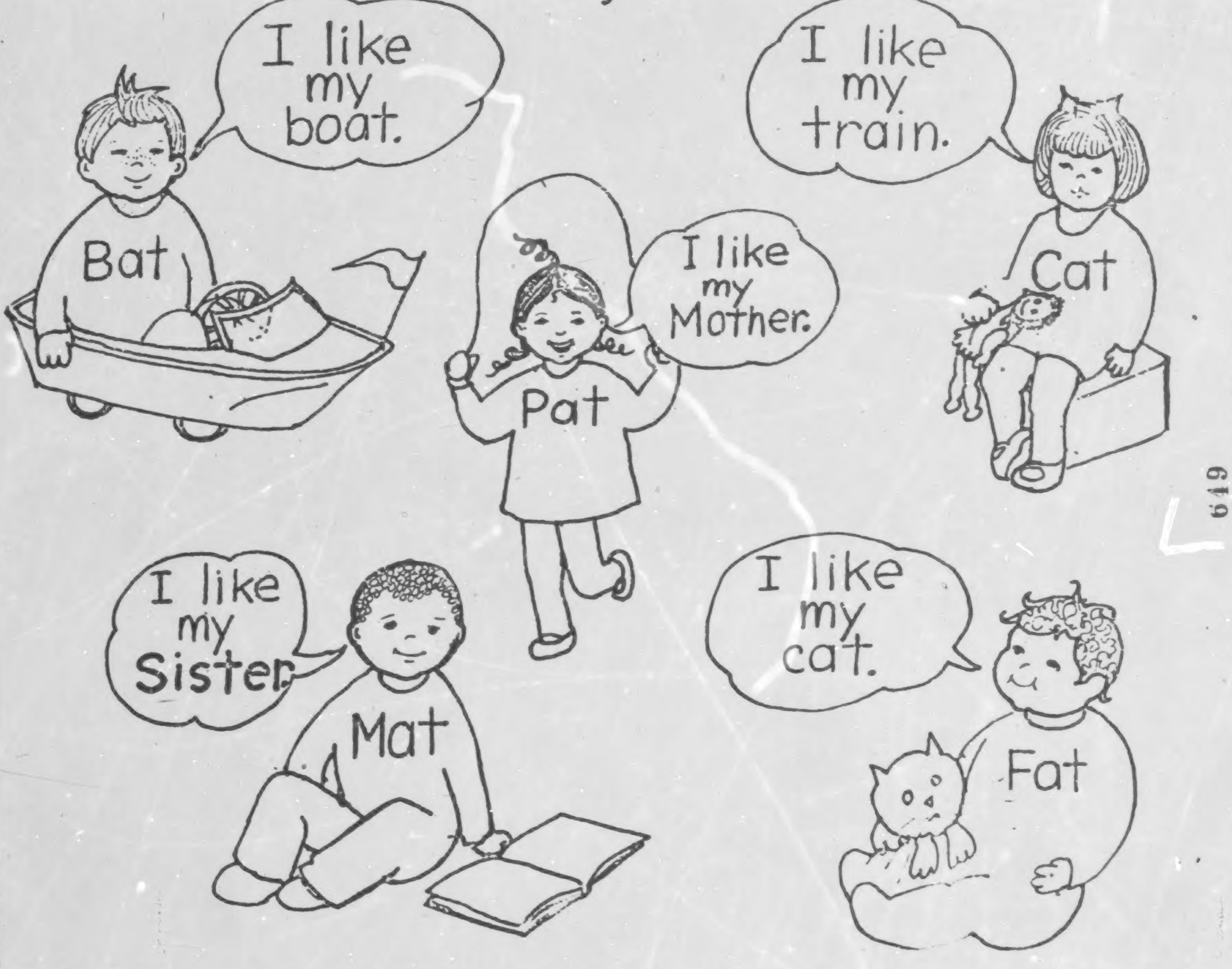
sat	mat
cat	hat

A fat cat sat on my hat.


I like my boat.
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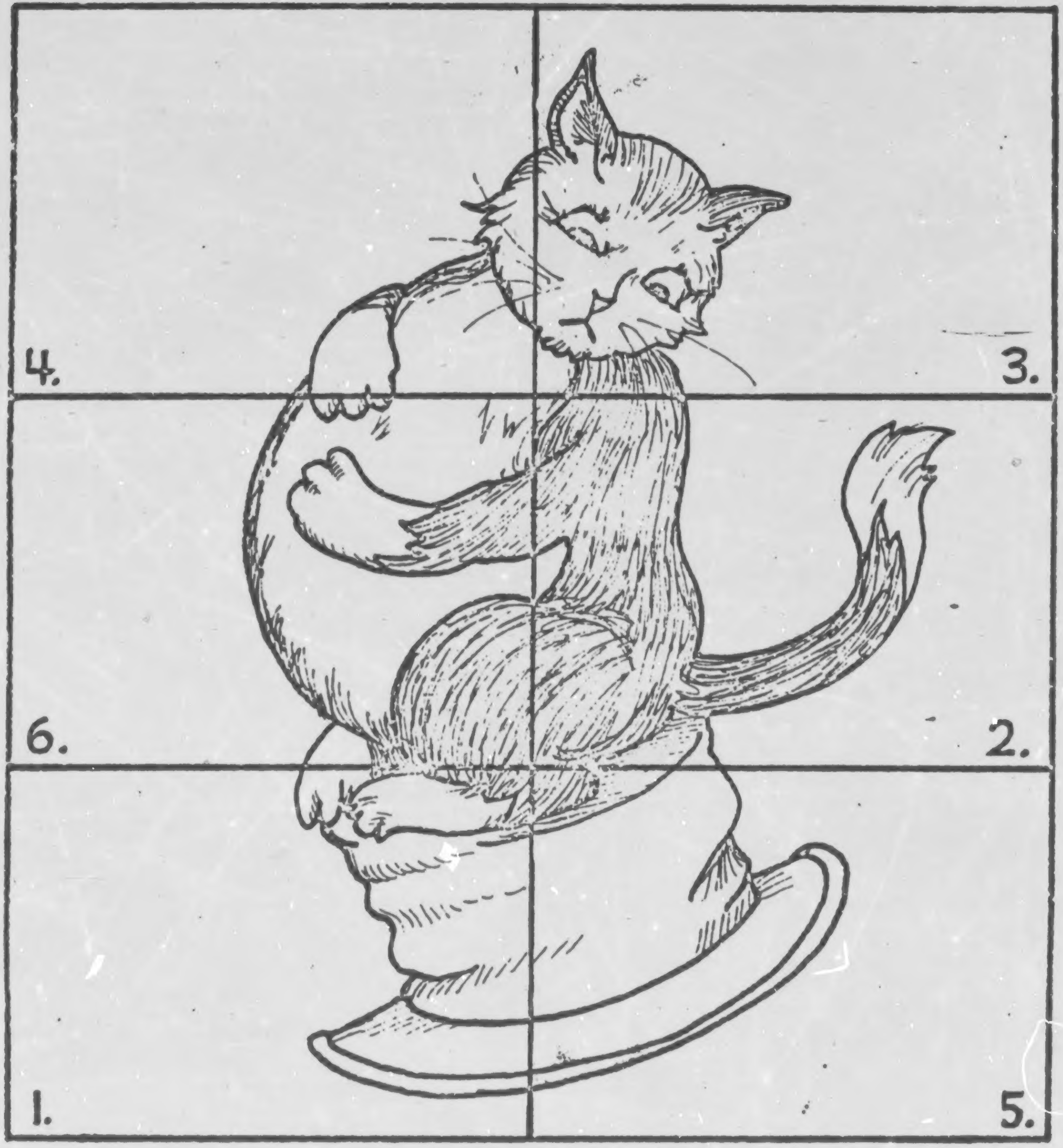
I like my Mother.
Pat
I like my train.
Cat
I like my Sister.
Mat
I like my cat.
Fat

57-5

Cut-Out Page



LESSON FIFTY-EIGHT

Instructions

In this lesson your child will meet the letter P. He will also review the at-family and some of the sight words he has learned. To help him with the P sound, the lesson includes some tongue-twisters. They will be easier to hear on the tape if you will say them a little more slowly than you normally speak. Try to stress the P sounds wherever they are underlined.

Materials You Will Need

Crayons
Magic marker
7 worksheets

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Taping

Today we're going to have some fun with a new letter. It's called the letter P. Find worksheet number 1 and you'll see what the letter P looks like. BEEP Did you every hear a motorcycle start? It goes putt, putt, putt, putt, putt very fast. Listen to the beginning of the motorcycle sound - puh, puh, puh. That's what sound the letter P makes. Can you make that sound with me? Puh, Puh, Puh. Now let's hear you say it three times by yourself, nice and loud. BEEP Very good, (child's name). Whenever you see the letter P in a word, you will know it always says puh. Now take your magic marker. Connect the dots to finish the capital P and the lower-case P you see on your first worksheet. BEEP

Lots of words start with P. Listen to this tongue-twister and you'll hear plenty of P sounds. (Slowly) Peter Piper picked a peck of pickled peppers. Here's one I bet you never heard: Polly popped a peanut into Patsy's pocket. Now here's one for you to say. Listen carefully. (Slowly) Poor Pete's popsicle plopped in a puddle. I'll say it again. Listen to all those P sounds and then you try it. Poor Pete's popsicle plopped in a puddle. Now you say it. BEEP Was that fun? Can you say it again, a little faster this time? BEEP Very good, (child's name) Did you hear all those puh-sounds the letter P makes?

Now I have another one for you to try. Listen to all the P-sounds in this. (Slowly) Penny put polliwogs into purple pails. Do you know what polliwogs are? Listen again, and I'll tell you. Penny put polliwogs into purple pails. Polliwogs are baby frogs who haven't lost their tails. Would you like to try saying that one? I'll say it one more time: Penny put polliwogs into purple pails. Now you try it. BEEP

Now here's the last tongue-twister. It's a silly one, too. Listen hard for all the P-sounds. (Slowly)

Pity poor Patrick, playing with paste,
Plot! It dropped on pumpkin pie. Ugh! What a taste!

At the end of your lesson there are some pictures for you to color of Peter Piper and Penny's Polliwogs. I hope you like them.

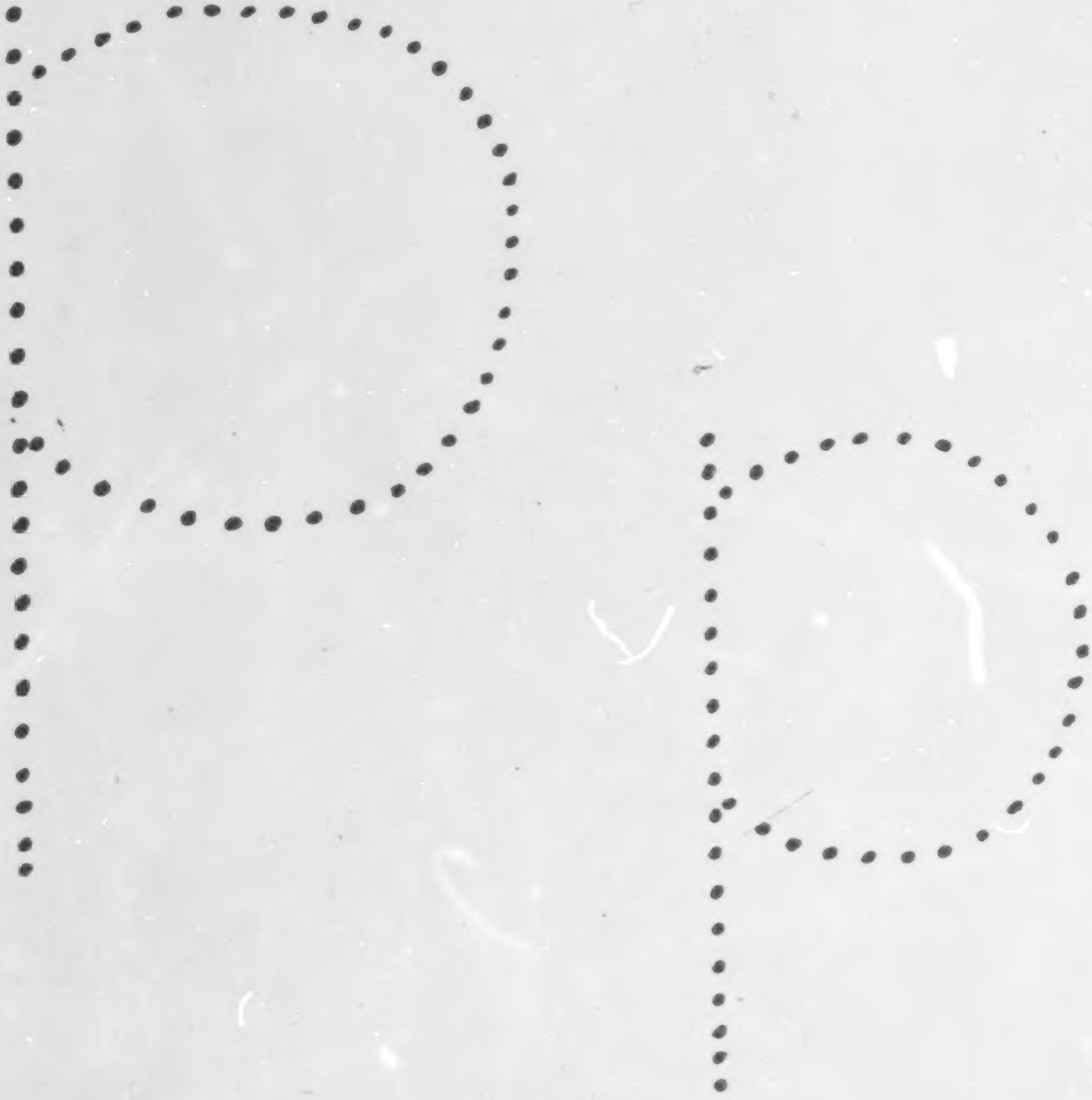
Now find worksheet number two. BEEP Pow! That's a popcorn gun, shooting out popcorn. Do you see the letters in the popcorn? . . (pause). . Some pieces have letter P's in them, capital and lower-case letter P's. And some pieces have letter B's in them. Sometimes B's and P's are hard to tell apart, so you'll have to look very carefully at the letters in the popcorn. Color all the letter P-pieces of popcorn purple. But careful now! Don't color any of the letter B's. Color only the pieces with the letter P's in them purple. BEEP My, what piles of purple popcorn! Now get out your worksheet number three. BEEP

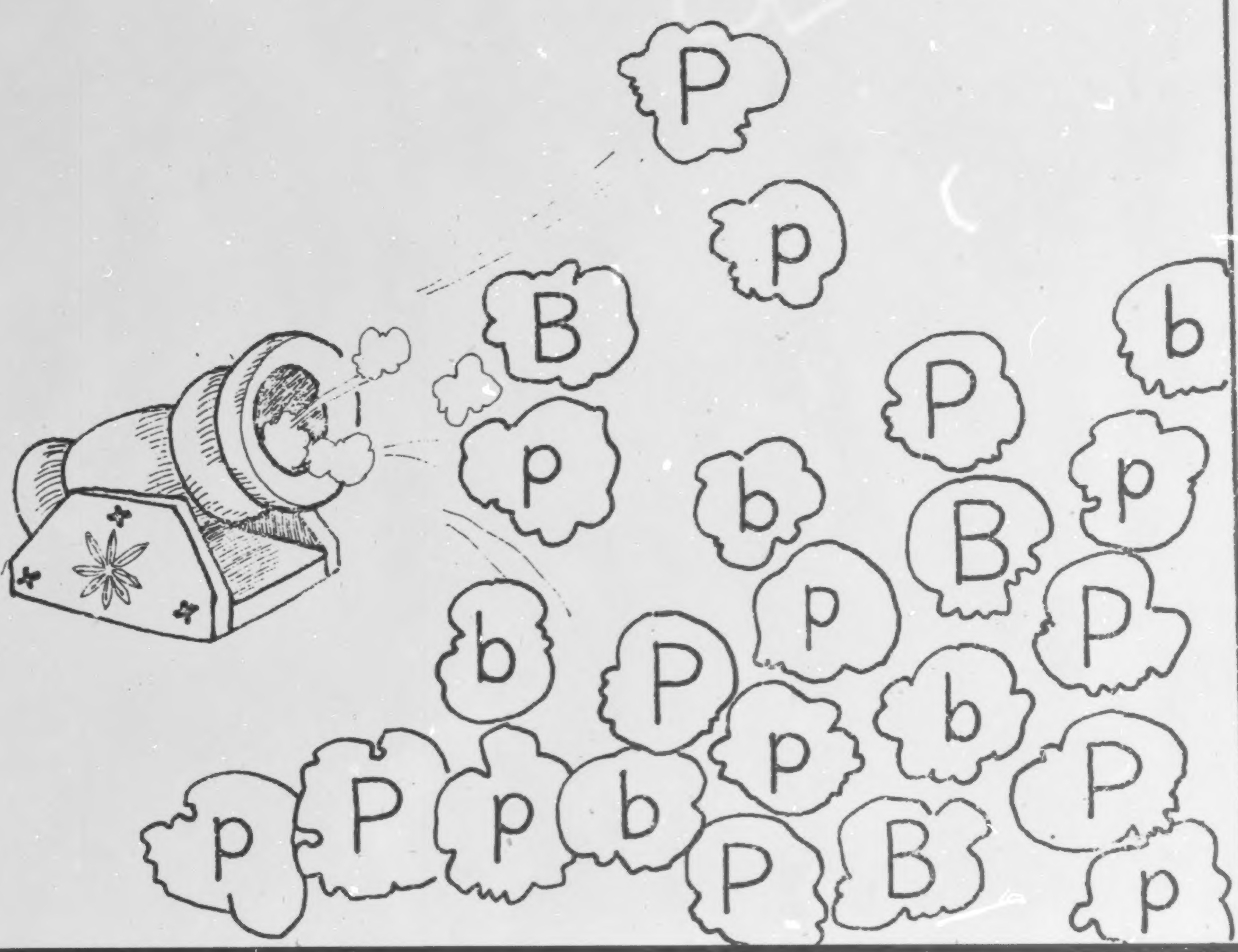
Look! It's the at-family! Do you remember them? They all have at on their shirts and they're holding balloons to tell who they are. Read the first at-child's name for me - the one that begins with C. What does she say? BEEP Did you say cat? Very good. Now the next at-child. What word does he say? BEEP If you said bat, that was correct. What does the next at-child say? BEEP He says fat. Very good. Now tell me what the next at-child says. BEEP Did you say sat? Good for you, (child's name) And now the last at-child. What word does he say? BEEP If you said mat, you were right again. Now there's a new at-child I'd like you to meet. There she is, sitting right in the middle of the page. Can you guess what her name is? Write the letter P on the balloon she's holding. BEEP Now do you know what her name is? BEEP If you said Pat, that was 100% correct! Good for you, (child's name). Give yourself a big star at the top of the page. BEEP

And now find worksheet number four. BEEP Here are pictures of six of Pat's things. They all begin with the letter P. Can you name them for me? What do you see in box one that begins with the letter P? BEEP Did you say a purse? Some people call it a pocketbook. If you said a purse or a pocketbook, you were correct. What's in box two that begins with the sound puh that the letter P makes? BEEP A pillow, of course! And what P-word do you see in box three? BEEP A pear. That's correct. How about box four? What do you see that begins with P? BEEP A pencil, right again! Now look in box five. There's something else that begins with the sound puh. What is it? BEEP A pie. Correct. Do you think it's a pumpkin pie or a peach pie or a pecan pie? Now look at box six. There's something else that begins with P. Can you name it? BEEP A pan or a pot. Very good. Now go back and write the letter P on everything that starts with the sound pun that the letter P makes. BEEP Did you know that all Pat's things start with the letter P? If you put a letter P in every box, give yourself another big star at the top of the page. BEEP

Now find page five. BEEP Here's Pat again. She wants to tell you about some of her favorite things. Look at box one. Can you read what Pat is saying? BEEP Did you know Pat said, "I like my bed"? I hope so. Now look at the second box. Pat likes something else too, but you'll need to draw it for her. Can you read what she is saying? BEEP Pat is saying, "I like my house". Did you get that right? Good for you, (child's name). Draw a picture of Pat's house next to Pat. BEEP Now find box three and read what Pat is saying. BEEP Did you say, "I like my brother"? Good for you! Then draw a picture of Pat's brother beside Pat. BEEP Now look at the last box - box four. What is Pat saying here? BEEP Did you say, "I like my hat?" Very good, (child's name) Can you draw a picture of the hat Pat likes?

The last two worksheets are the coloring pages. I told you about them before. There are pictures of two of the tongue-twisters we said at the beginning of the lesson. Do you remember Peter Piper and Penny's polliwogs? Well, there they are for you to color if you want to. BEEP

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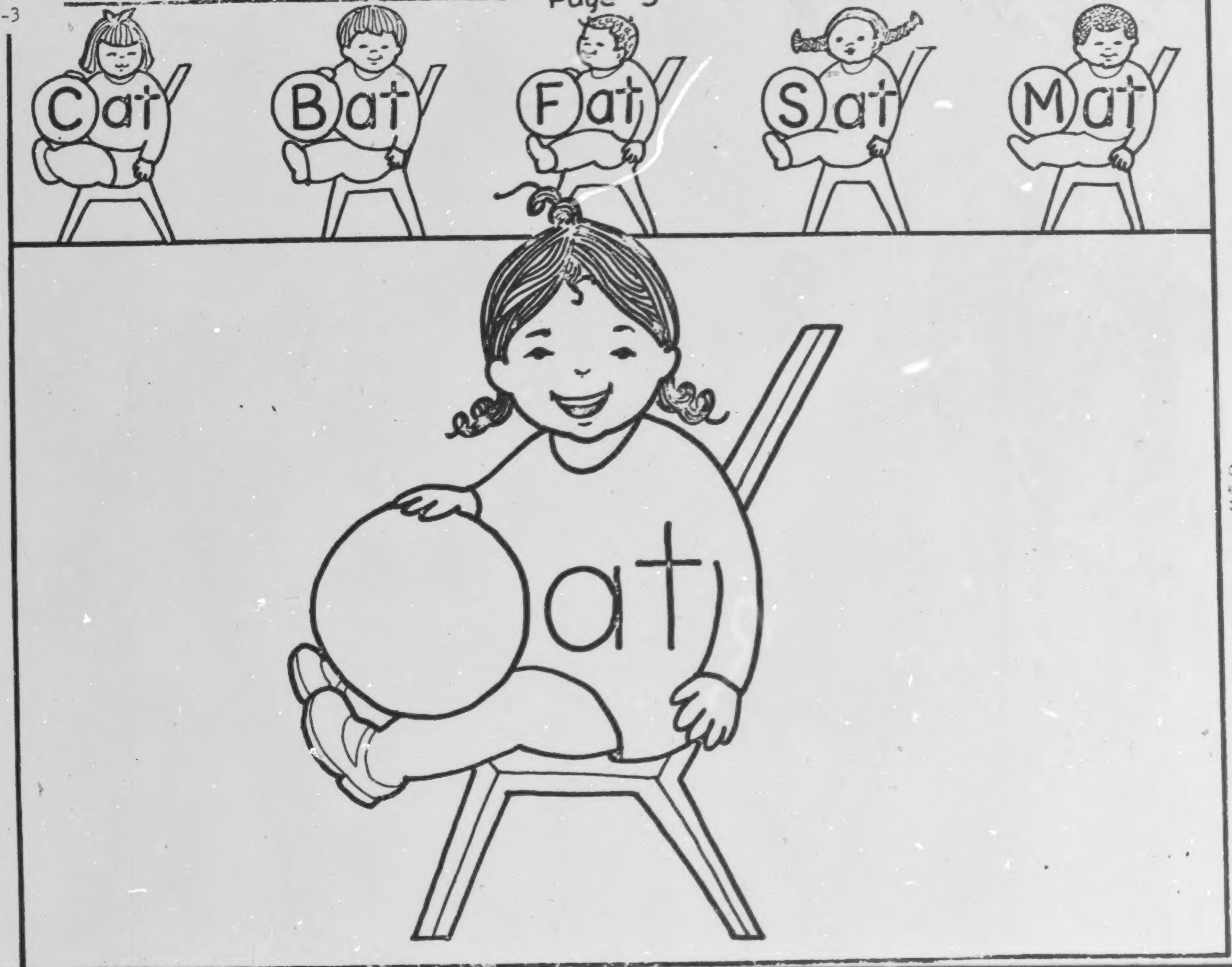
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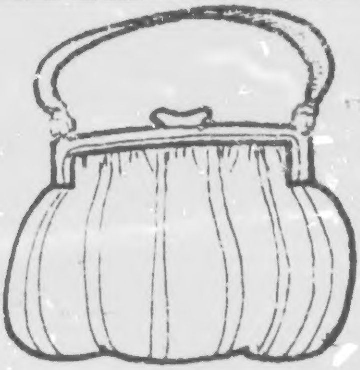

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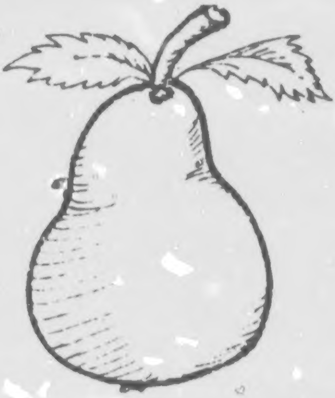

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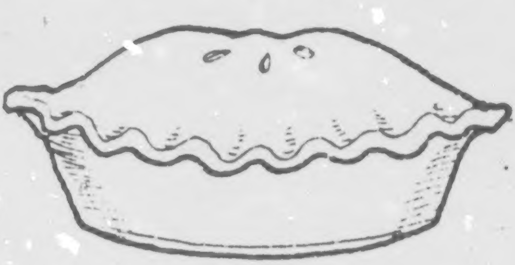

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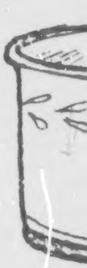

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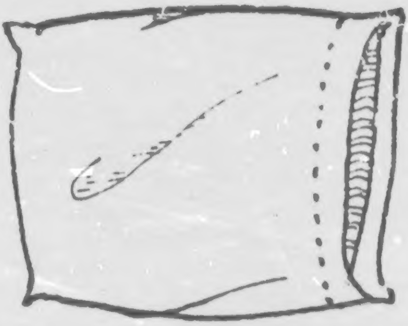

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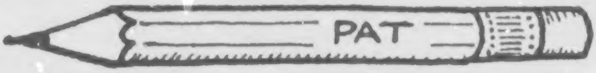

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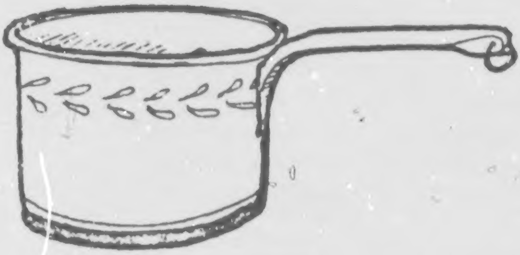

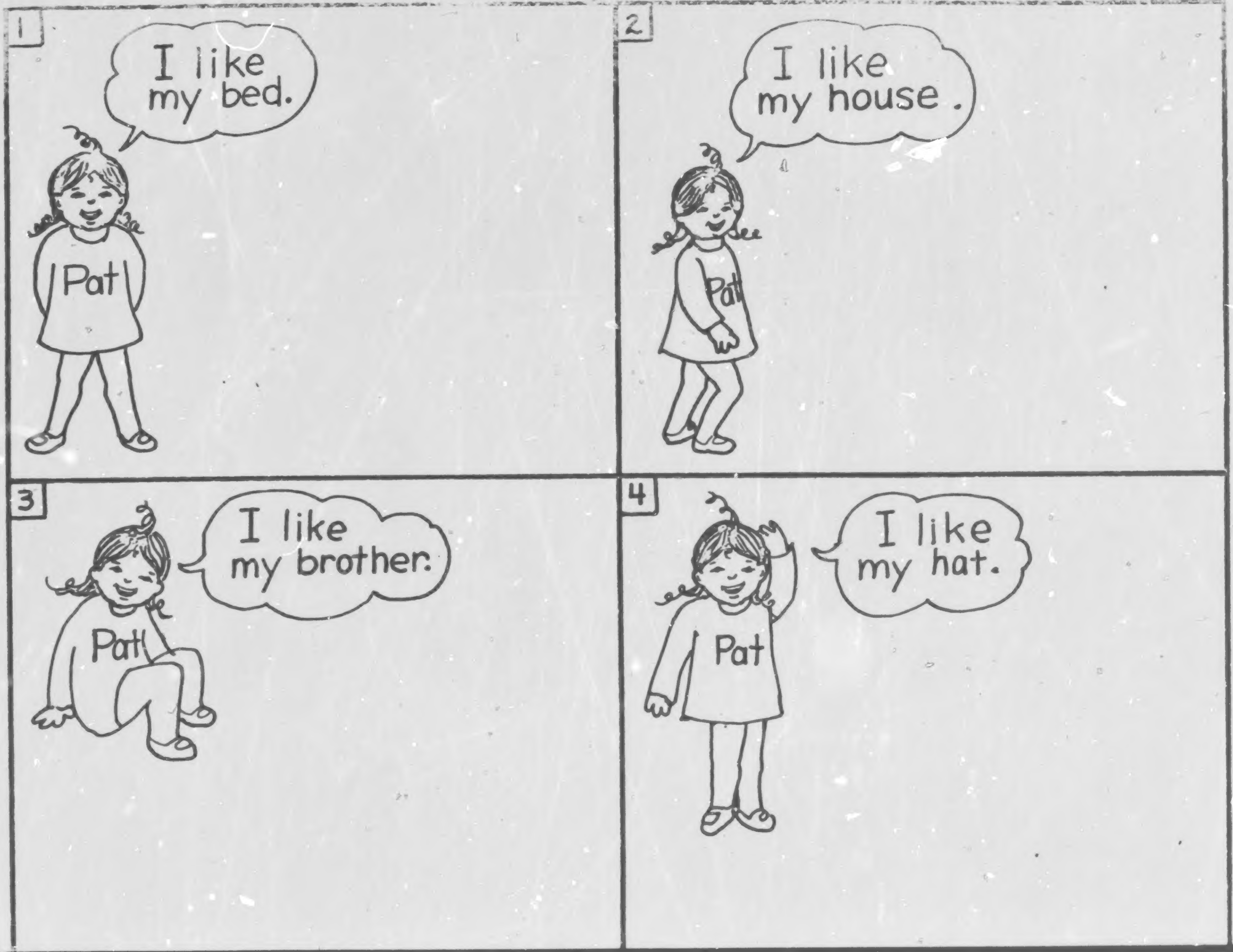
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I like my house .
Pat
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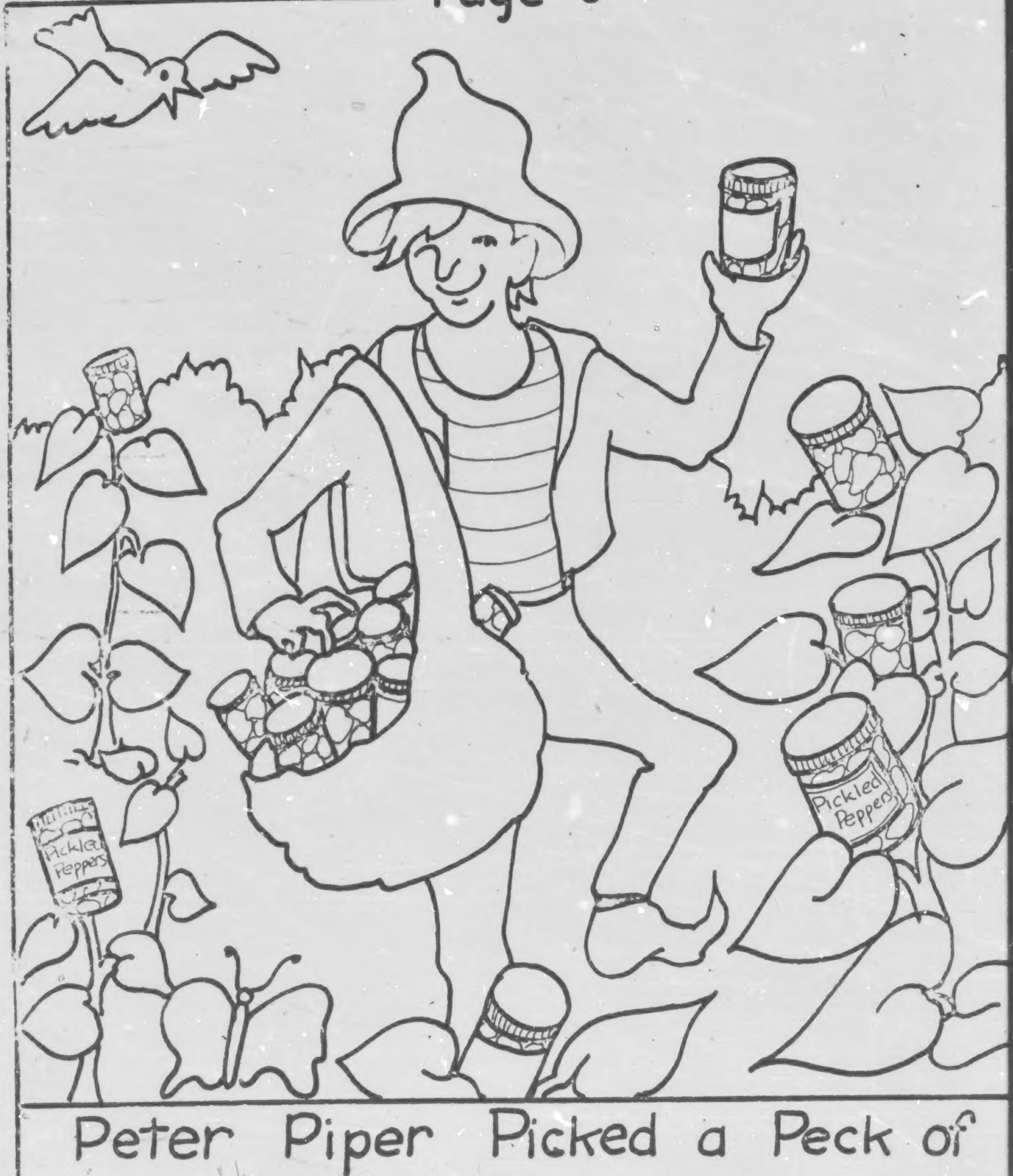
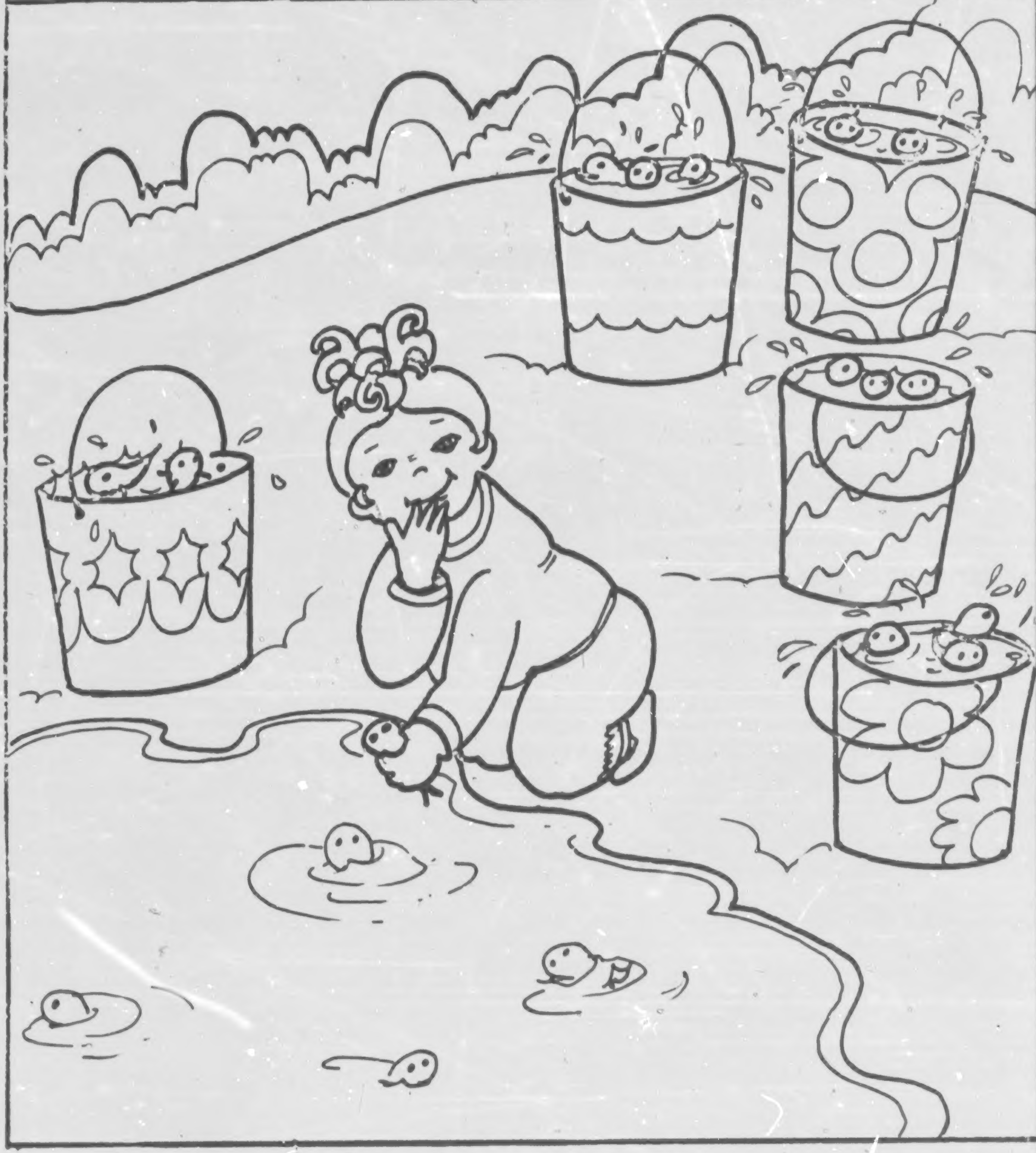
I like my brother.
Pat
4
I like my hat.
Pat


Pickled Peppers
Pickled Peppers

Peter Piper Picked a Peck of
Pickled Peppers.

Penny Piled Polliwogs into Purple Pails!



LESSON FIFTY-NINE

Instructions

This lesson reviews the letter P. It is very easy for a child to confuse printed B's and P's, so more work is included in this lesson to make sure he understands the difference between the two letters. The lesson also introduces the An-family of words.

Materials You Will Need

- Magic marker
- Crayons
- Scissors
- Tape or paste
- 6 worksheets

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59-1

Taping

Hi, (child's name). Today we're going to have some more fun with the letter P. Do you remember the sound the letter P makes? See if you can say it good and loud. . . (Pause) . . Did you say puh, puh, puh? Good for you. And do you remember those tongue-twisters we said last time? Let's try them again. (Slowly) Poor Pete's popsicle plopped in a puddle. Now you say it. BEEP Good, (child's name)! Did you hear all those puh sounds? Let's say another one. Penny put polliwogs into purple pails. Now you say it. BEEP Very good! That was fun, wasn't it?

Now find worksheet number one. BEEP Look at all those puppies! Take your magic marker and draw a capital P and a lower-case P on every puppy, just like you see on their mother. BEEP

Now find worksheet number two. Do you remember the new little at-girl we met last time? What is her name? . . (pause) . . It's Pat, and there's Pat looking in the window of a pet shop. Can you tell what all those animals are? Put your finger on each one and name it along with me. Ready? I see a monkey, . . (pause) . . and a puppy, . . (pause) . . and a panther, a black panther I think . . (pause) . . And there's a cute panda that looks almost like a teddy bear. There's a turtle too, and a pony way in back. Pat loves pets. Her mother said she could pick all the pets that begin with the letter P. Let's name the animals again, and listen very carefully for the names that start with the puh-sound that the letter P makes. (Slowly). There's a monkey, a puppy, a panther, a panda, a turtle and a pony. Do you know which pets Pat picks? Draw a line from Pat to all the pets that start with the letter P. BEEP If you drew a line to the puppy, the panther, the panda and the pony, you were right! You're a champion pet-picker, so give yourself a big star at the top of the page!

Now look at worksheet number three. BEEP Poor Pat! Her peanuts spilled all over the place! Did you notice that Pat's peanuts have letters on them? Some of the letters are P's and some are B's. Can you find just the peanuts with the letter P on them and color them all different colors? Be sure you color only the peanuts with the letter P on them. BEEP

Now find worksheet number 4. BEEP There's Pat again and she's standing in front of her house. The name of Pat's family is on her house. Can you read it? ..(pause).. It says at, that's right, because Pat's family is the at-family. Today I'd like you to meet the new family that lives next door to the at-family.

They're the An-family and their name is on their house too. It says an. Do you see it? ..(pause).. Now look at the at-family's house again. Can you spell their name - at? BEEP The letters A and T spell the word at, don't they? Can you color the front door of the At-family's house red? BEEP Now look at the an-family's house. Can you read their name? ..(pause).. It says an. The word an has a new letter in it, the letter N. Can you spell the word an, using the new letter N? BEEP The letters A and N spell an. If you said A and N, you were right, and that's very good, (child's name). Now color the door of the an-family's house green. BEEP

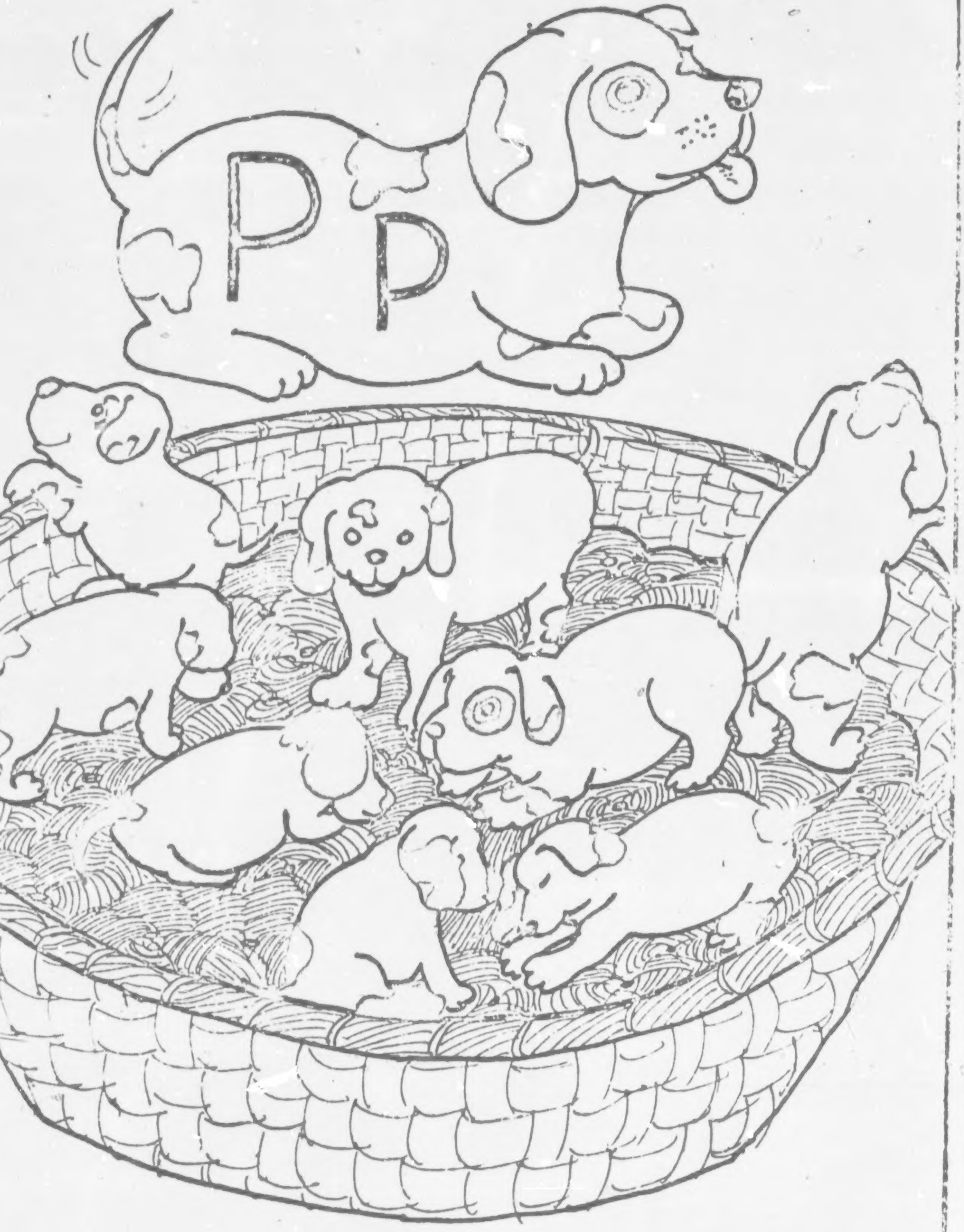
And now look at worksheet number five. BEEP Today is Pat's birthday and she invited all the an-children to her party. Here they are with some of the at-children too. All the children have their names on them. Some are at-children, like Pat, and some are an-children. Can you tell which is which. First look for the at-children. Their names all have the letters A and T in them. Color all the at-children's hats blue. BEEP How many at-children did you find? BEEP There are three at-children at Pat's party. Do you know their names? BEEP There's Pat and Fat and Sat, good for you, (child's name). The rest of the children are the an-children. Color their hats yellow. BEEP How many an-children did you find. BEEP There are three an-children, right you are. There's Pan, sitting next to Pat and Tan and way on the end there's Man. Now why don't you color that beautiful birthday cake any colors you like. BEEP

Now find worksheet number six. BEEP There are all the children in the an-family, and they're bringing presents for Pat. Let's find out the an-children's names. Do you see the boxes on the bottom of the page? Each box has a letter in it. Get your scissors and cut out the boxes. BEEP Now find the box with the letter T in it and paste it on top of the present the

59-4

first an-child is holding. BEEP Now get the box with the letter M in it and paste it on the gift the second an-child has. BEEP Paste the letter F on the third child's present. BEEP Now put the letter P on the fourth an-child's gift. Now you should have just one letter left. What letter is it? ..(pause).. You should have the letter C left, so paste it on the present the last an-child is holding. BEEP

Now let's see if you can name all those an-children. Who's the first one, the one holding the box with the letter T on it? BEEP Did you say Tan? Good for you,(child's name). Now look at the second an-child. Who's that? BEEP Did you say Man? Excellent! Now who's holding the letter F? BEEP Did you say Fan? Fine! What's the next an-word, the one that starts with a P? BEEP If you said Pan, you were absolutely correct! Now who is the last an-child, the one whose name begins with the letter C? BEEP Did you say can? Very good, (child's name). If you knew all the an-children's names, give yourself a big star at the top of the page. Now you've met the whole an-family! Next time we'll have more fun with them.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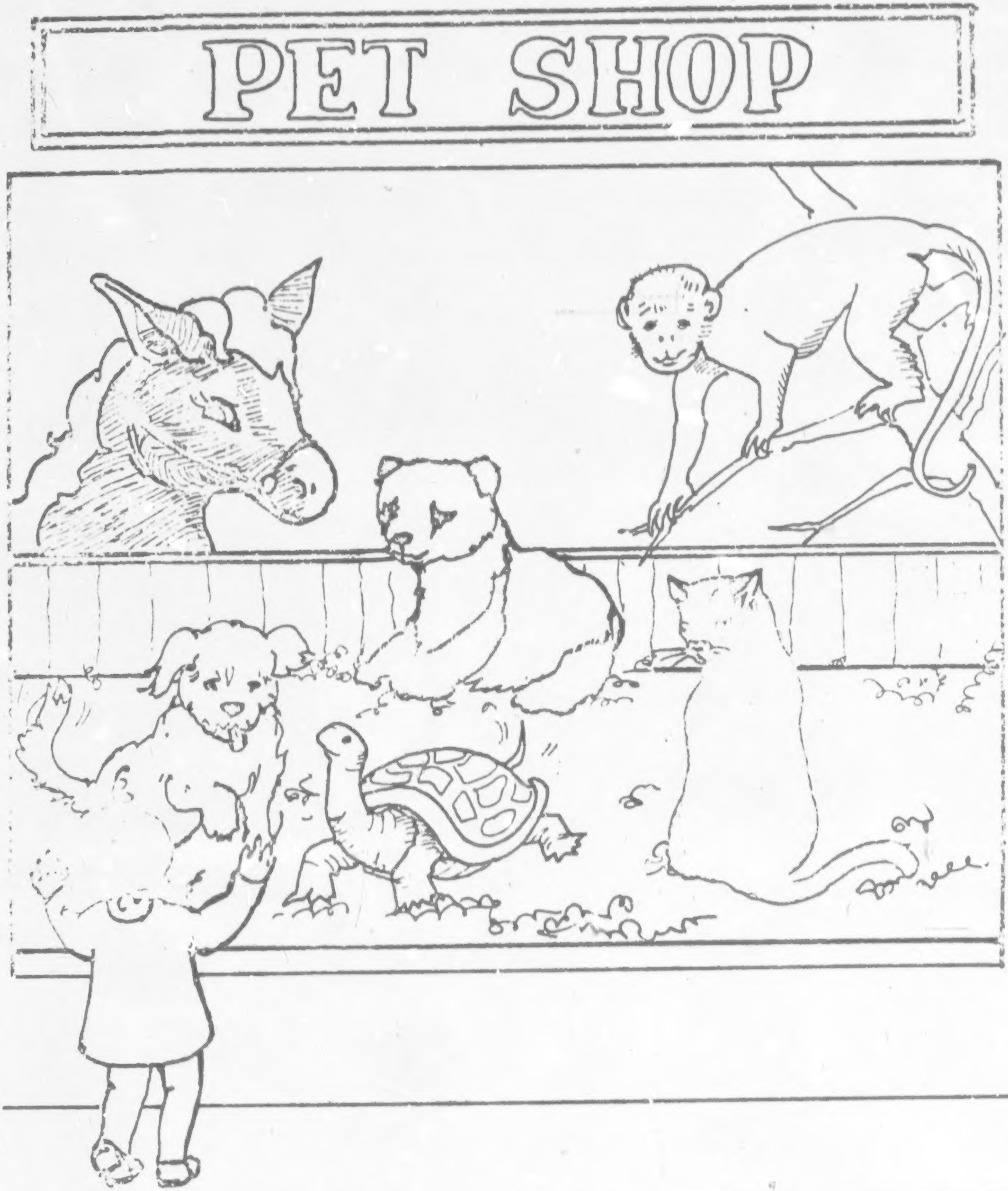
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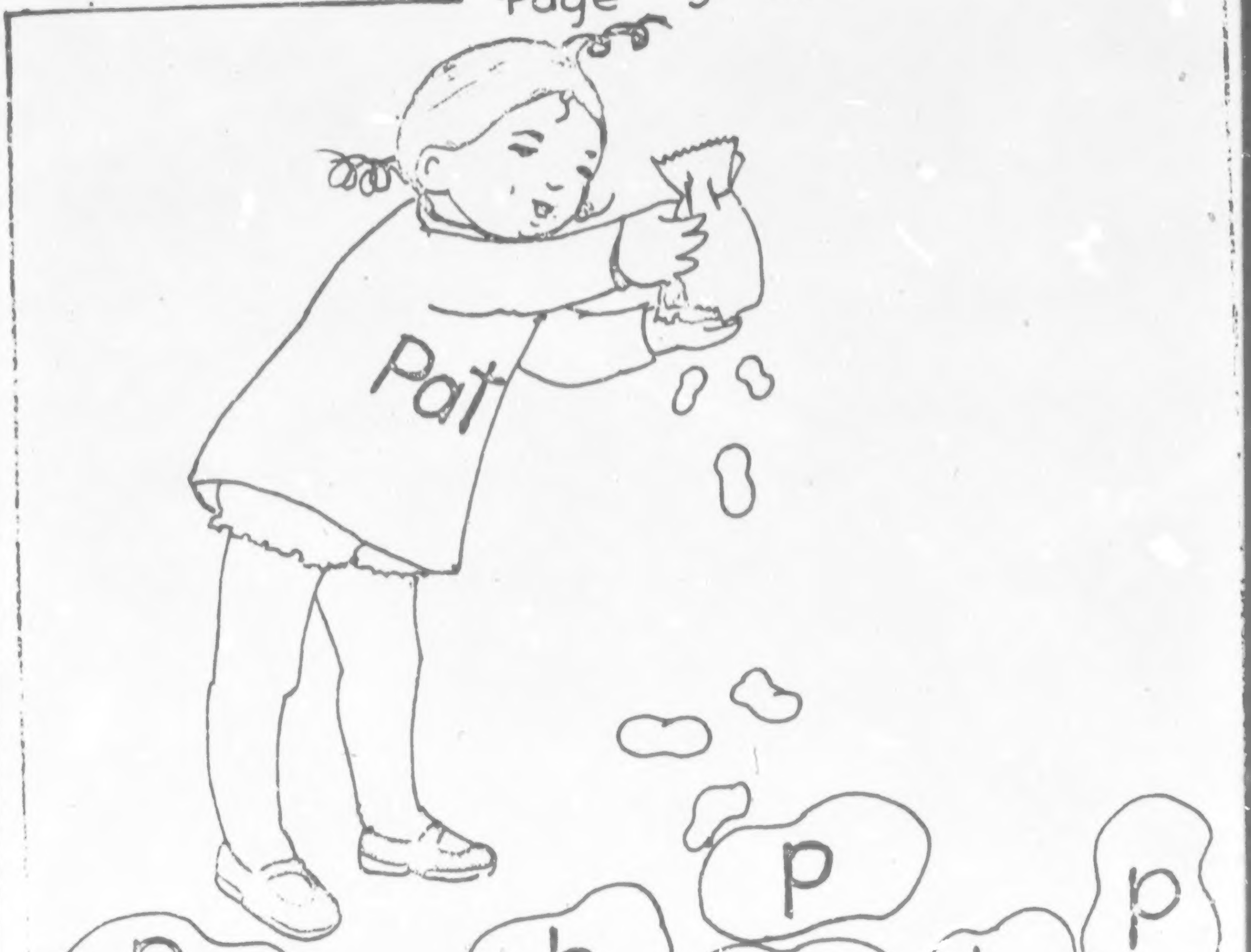
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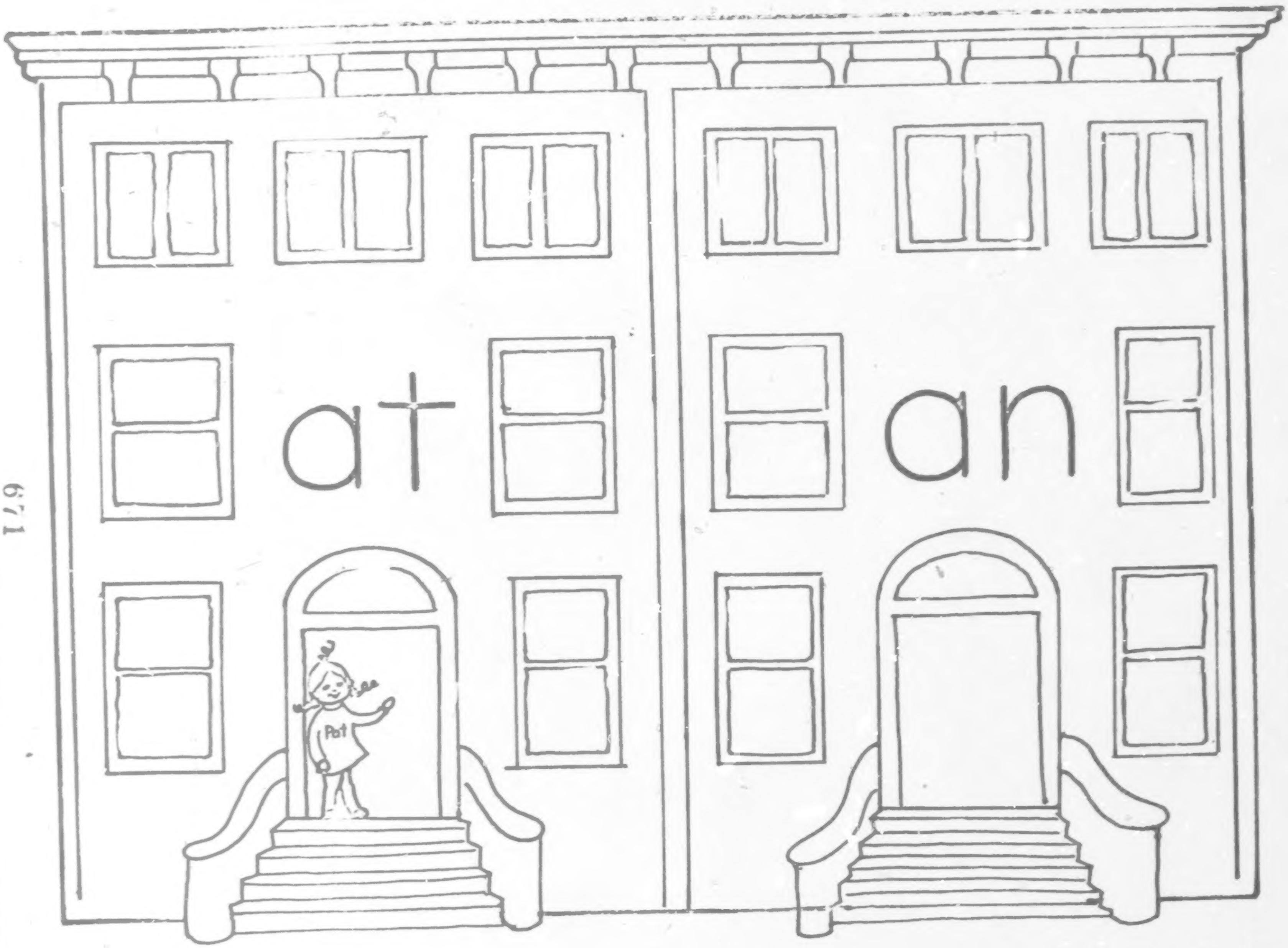
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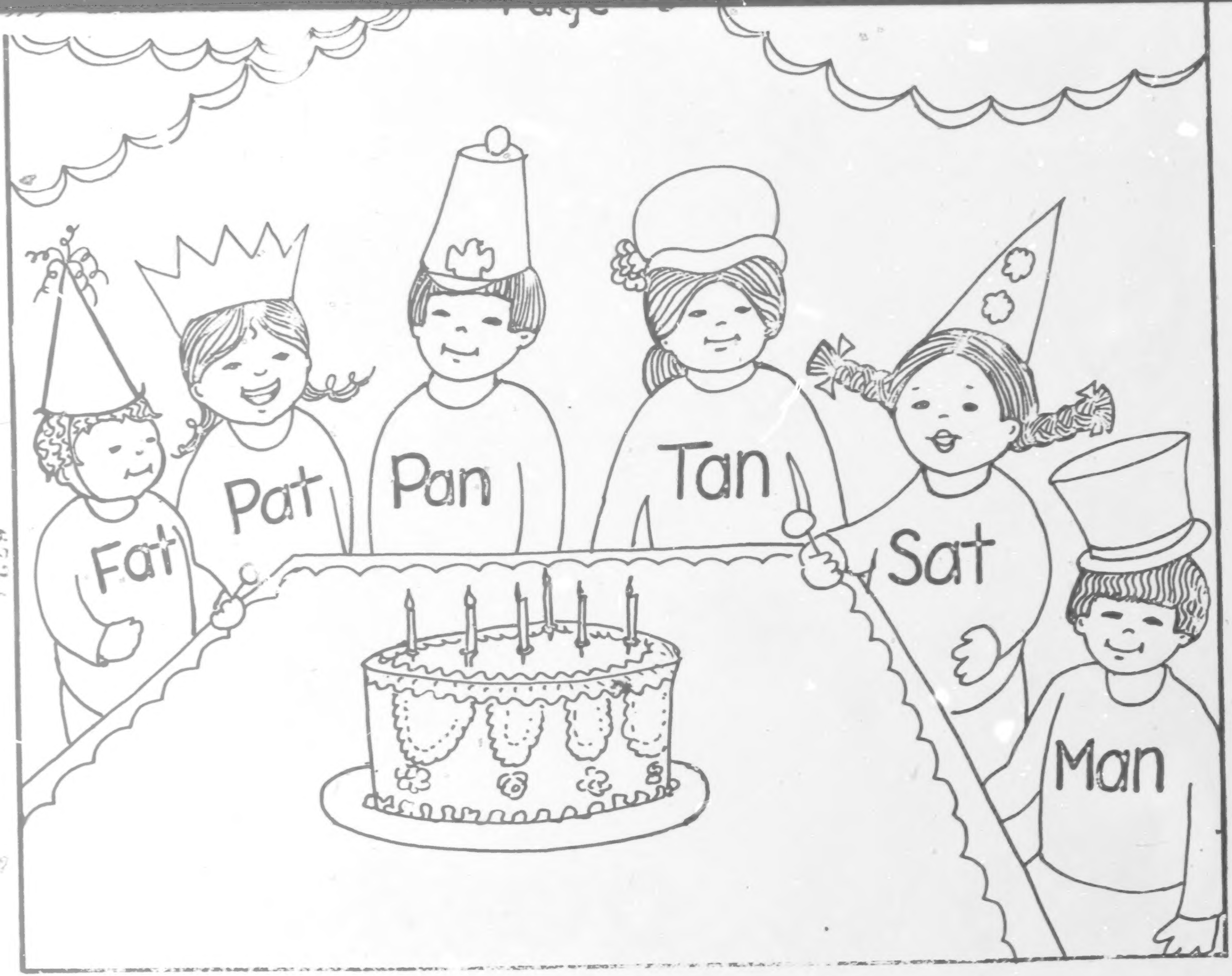
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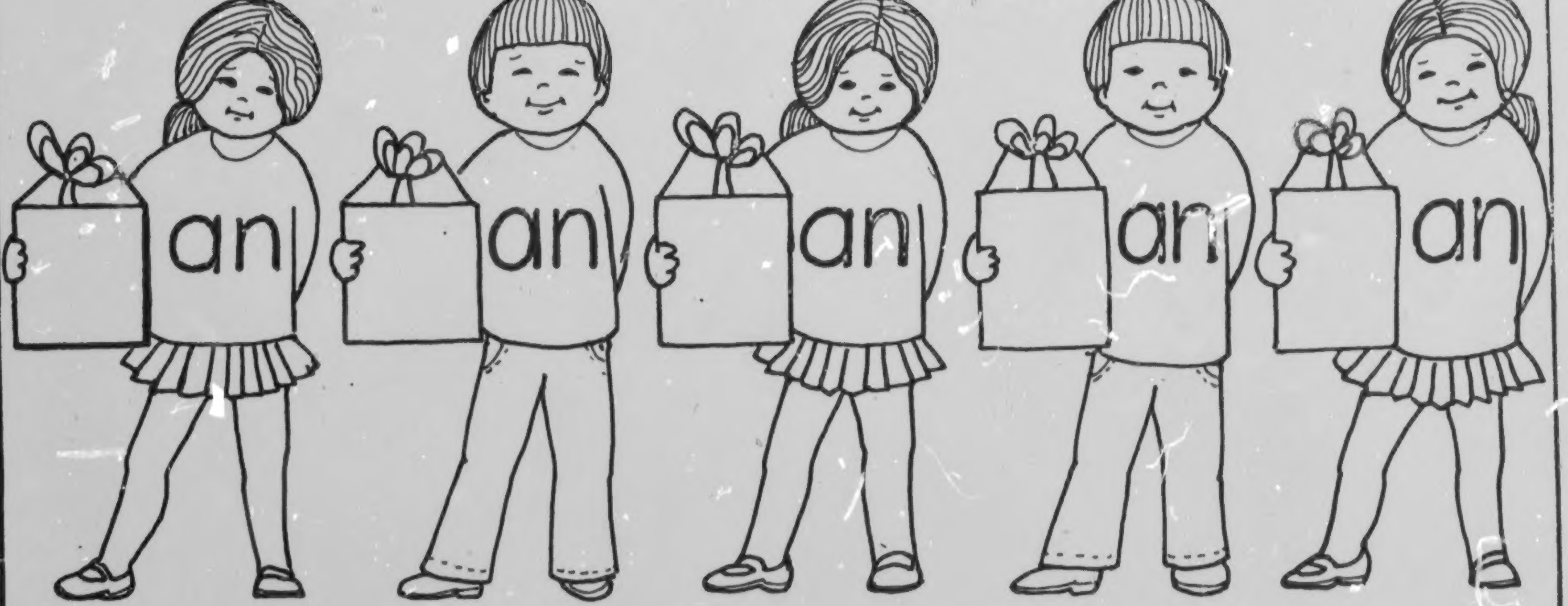
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LESSON SIXTY

Instructions

This lesson reviews the an-family of words, and introduces a new color word - yellow. The last worksheet, number 5, goes over some of the words your child should recognize by now. To get the worksheet ready, cut along the dotted lines near the clown's mouth. On the sheet marked cut-out page, cut out the long strip of words. Now hold the strip behind the page. Pull one end to the front through the top slot, then back through the lower slot on the clown's tongue. Pull it front again through the bottom slot under the tie. Make sure the bottom word - mouse - is showing in the clown's mouth. Now it is ready for your child to use. Be sure to save the clown worksheet to use again in a later lesson.

Materials You Will Need

5 worksheets
1 cut-out page
Scissors
Magic marker
Crayons

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Taping

Hi, (child's name). Today we're going to visit the An-family again. Find worksheet number 1 and let's see what they are doing. Oh, look! The five an-children are playing ping-pong. One of them is under the table catching balls. They're all wearing sweatshirts with their names written on. Let's color their shirts so you can tell them apart. Color Pan's shirt red. BEEP Color Man's shirt green. BEEP Color Tan's shirt yellow. BEEP Now make Fan's shirt orange. BEEP Good! Now there's just one an-child left. What's her name? Can you tell me? BEEP If you said Can, you were right. Color her shirt any color you want. BEEP

Now let's listen to the an-children's names once more. Pan, Man, Can, Fan, and Tan. They're all words, arent they, words we use every day. I bet you knew that! Now let's play a game with the an-family words.

Find worksheet number two. BEEP What do you see in box one? . . (pause). . Did you say a fan? You were right. Part of the word fan is written under the picture, but the first letter is missing. Say the word again, and listen carefully to the sound it starts with. . . (pause). . Do you know what letter the word fan starts with? Write it in the empty space. BEEP Did you write the letter F? If you did, that was very good, (child's name). Now tell me what you see in box two. . . (pause). . Did you say a man? Good. Part of the word is written underneath the picture, but the first letter is missing. Say man again, and listen to the sound it starts with. . . (pause). . Now write the first letter of man in the space. BEEP Did you write an M ? Very good, (child's name)! Now look at box three. What do you see? . . (pause). . Did you say a pan? That's correct. Now say pan again, and write the letter pan starts with in the space. BEEP Did you write a P? Very good. Last comes box four. What do you see in it? . . (pause). . Did you say a can? Fine. Listen to the sound can starts with. Now write the letter that makes that sound in the space. BEEP Did you write the letter C ? If you did, you are doing a fine job, so give yourself a great big star!

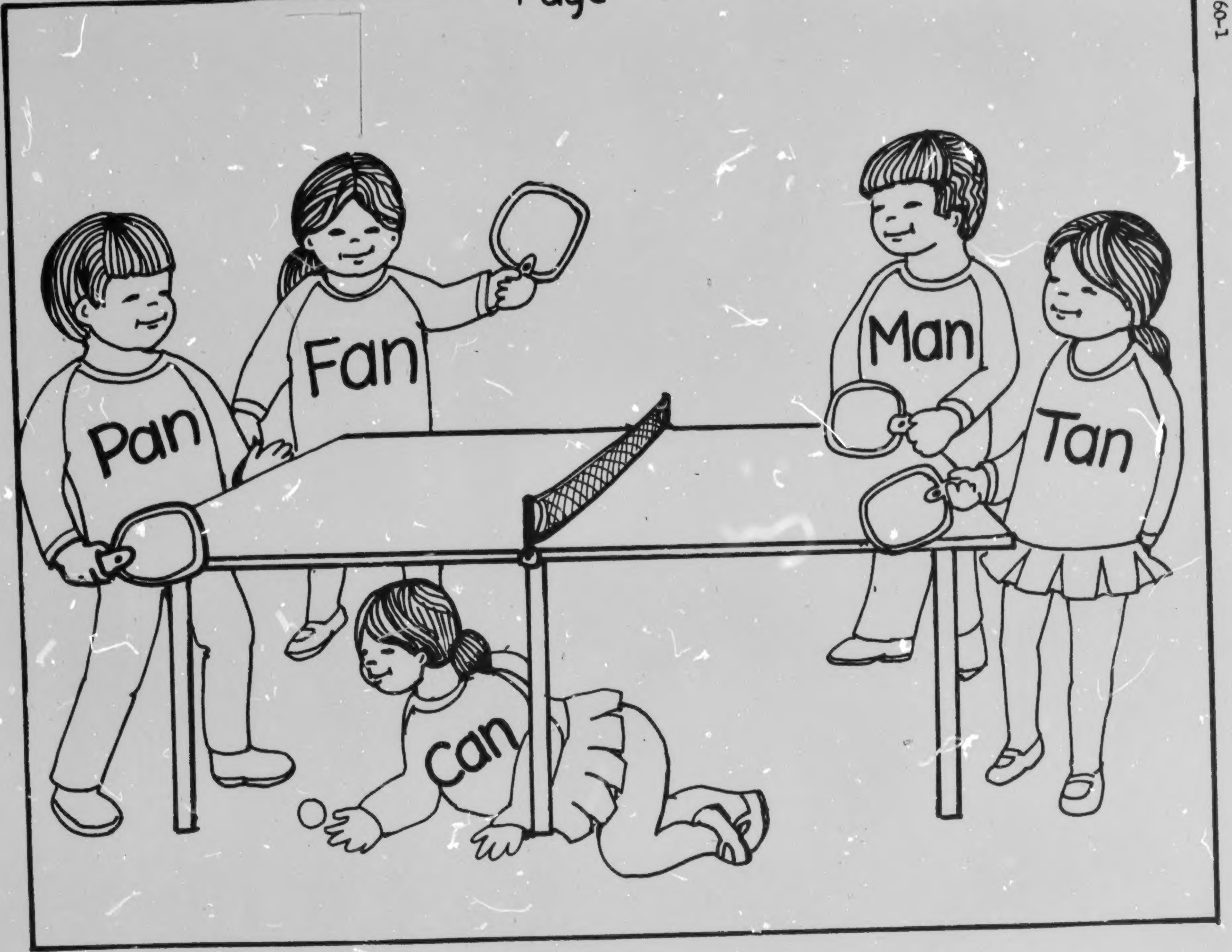
Now get out worksheet number three. What do you see in the pictures? BEEP Did you say the sun, bananas, and corn? If you did, you were correct. Now tell me, what color is the sun? . . (pause). . What color is corn? . . (pause). . And what color are bananas? . . (pause). . They're all yellow, aren't they? Now look at the top of the page. Put your finger on the word there. Can you guess what it says? I'll give you a hint. It's a new color word, and it has something to do with the sun, the corn, and the bananas. Can you guess what the color word is now? . . (pause). . If you said yellow, you're a very good guesser. You can color the pictures yellow, if you want to. BEEP

Now find worksheet number four. BEEP Look at the pretty flowers. Do you see a color word in each flower? . . (pause). . The word inside each flower tells you what color to make that flower. If the color word says red, color the flower red. If the color word says yellow, color the flower yellow. Do you get the idea? Now go ahead and color all the flowers. BEEP

Now find page five. BEEP What a funny-looking clown! He has a

60-3

word written on his tongue, too. I bet you know what it is. Can you tell me? BEEP If you said mouse, you were correct. Give yourself a star right next to the word mouse. BEEP Now take hold of the clown's tie. Pull it down slowly, and you will find another word written there. Can you read it? BEEP Did you say brother? If you did, put a star beside the word brother. BEEP Now pull the clown's tie to find the next word. What is it? BEEP Did you say train? If you did, give yourself another star and then pull the tie again to get the next word. BEEP Can you tell me what it says? BEEP If you said like, you get another star. Good for you, (child's name)! Now pull the tie again. What's the next word? BEEP Did you say coat? If you did, give yourself another star and then pull the tie out some more. BEEP What word did you find this time? BEEP Fox. Good for you. You get another star, (child's name). Now find the next word and read it? BEEP Did you say my? Give yourself a star and then pull the tie one more time. BEEP Can you read the last word? BEEP It says father. If you got it right, give yourself another star. You did a very good job, (child's name). I hope you had fun with that silly clown today. If you'd like him to, maybe he'll come back again and play with you another day. BEEP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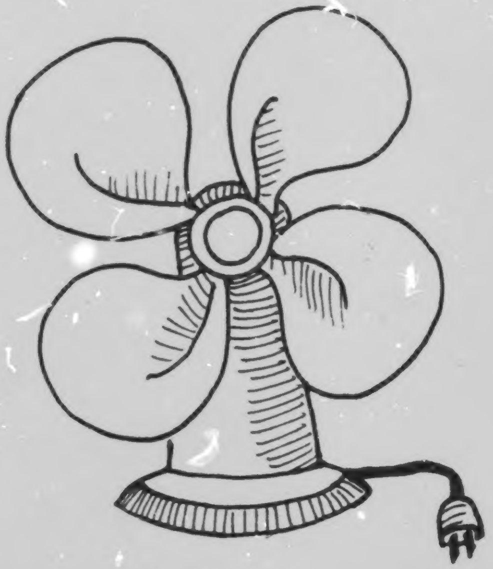

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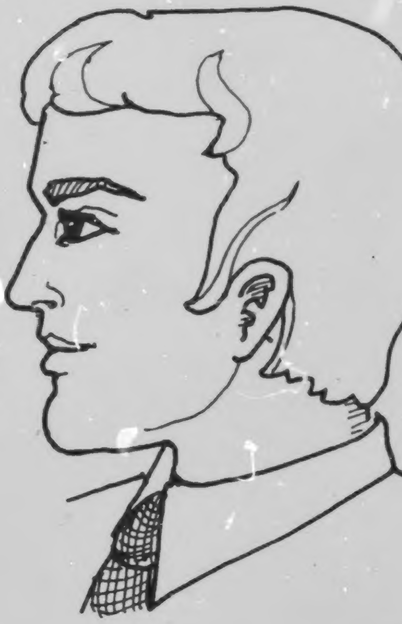

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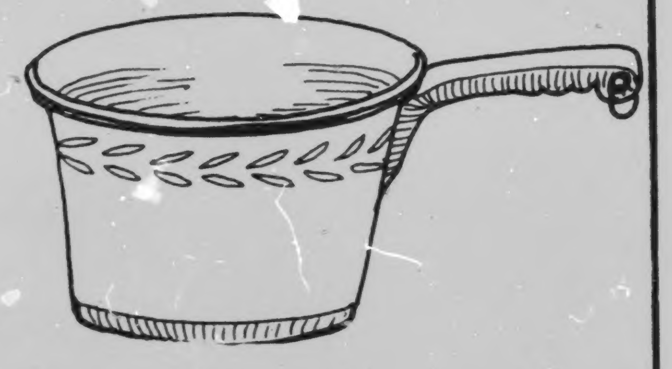

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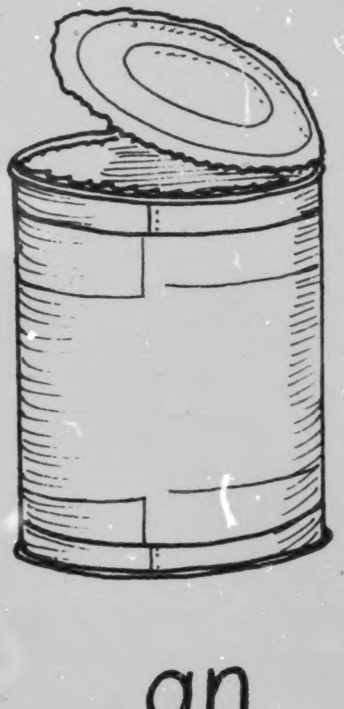

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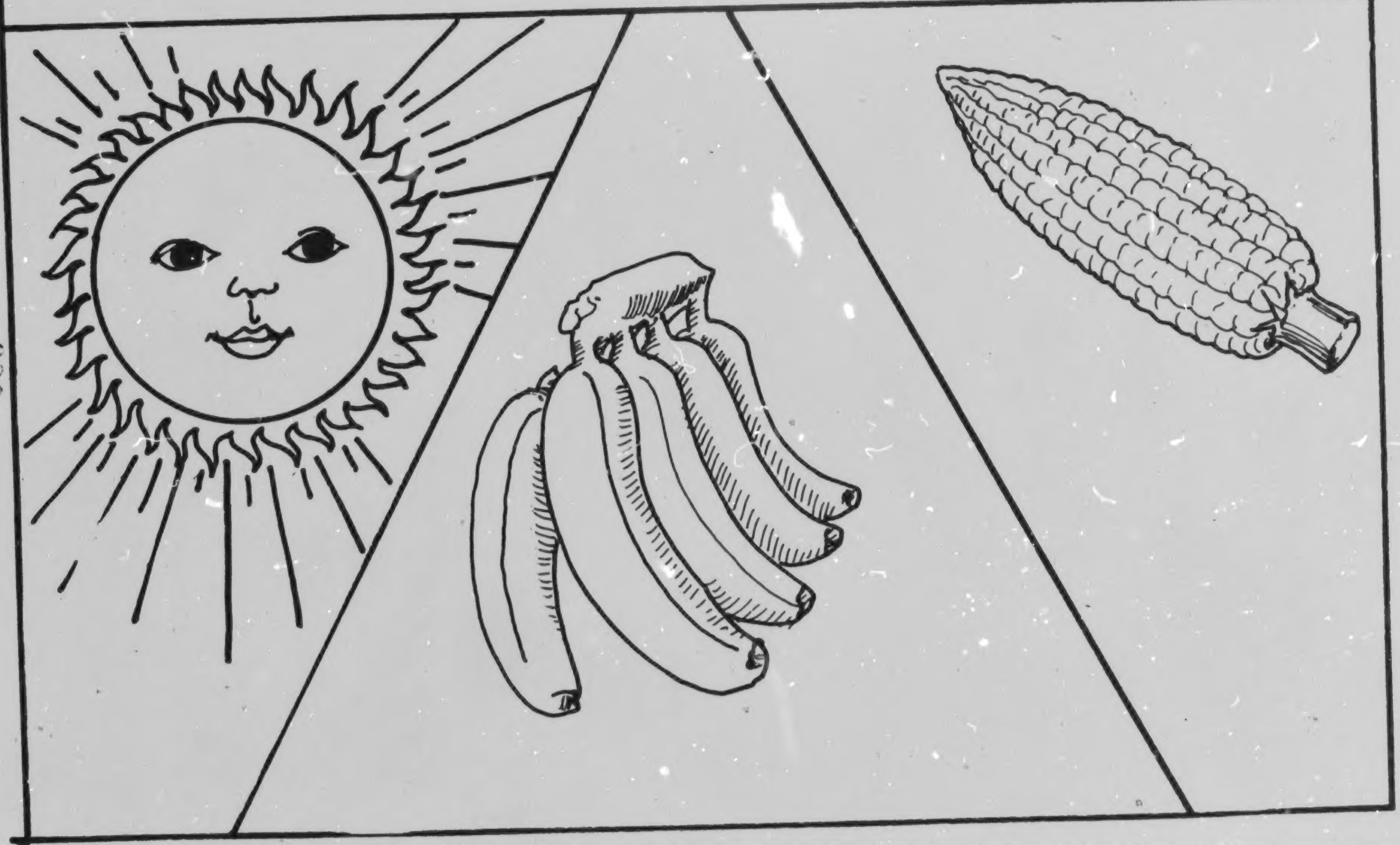

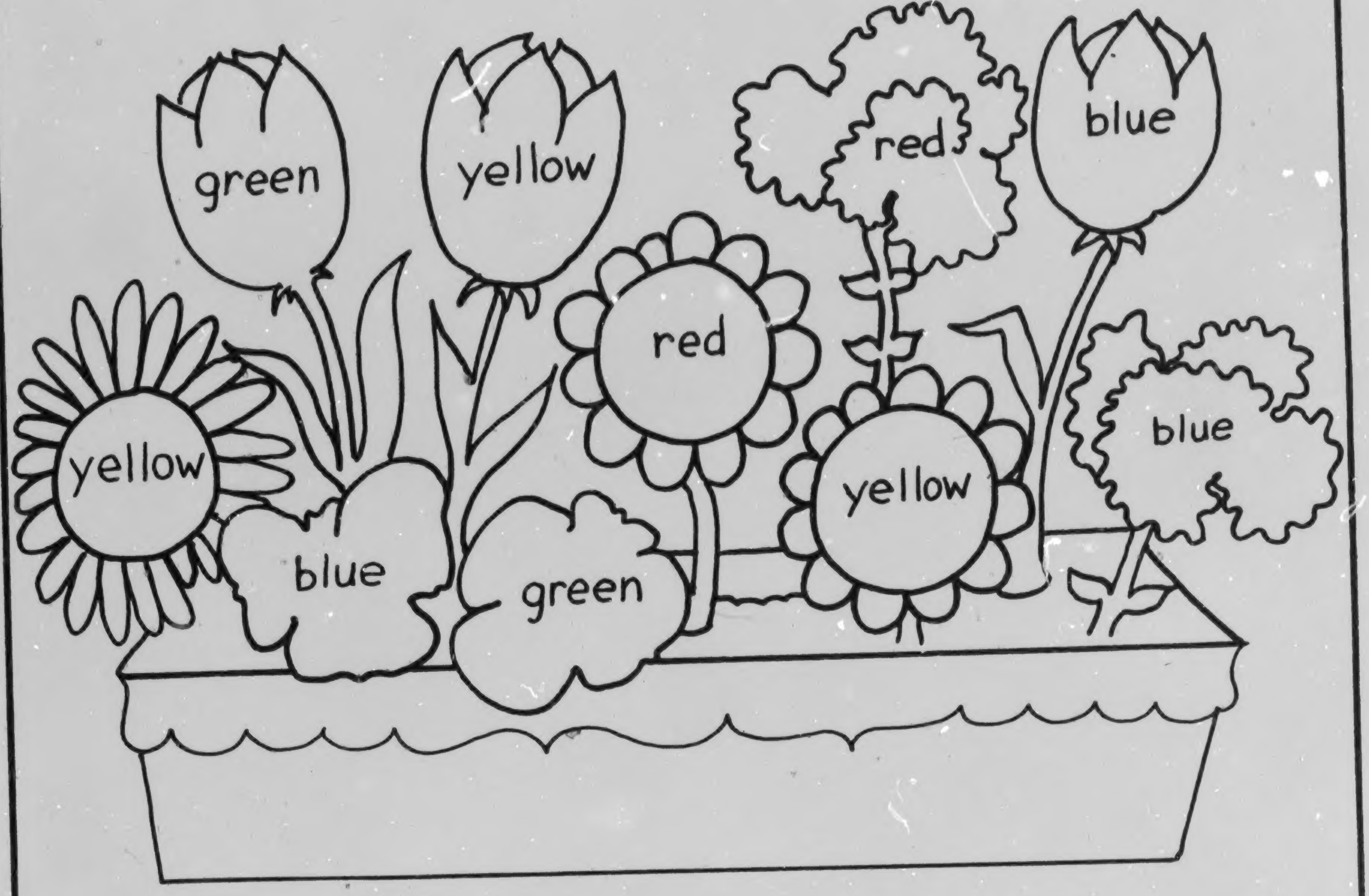
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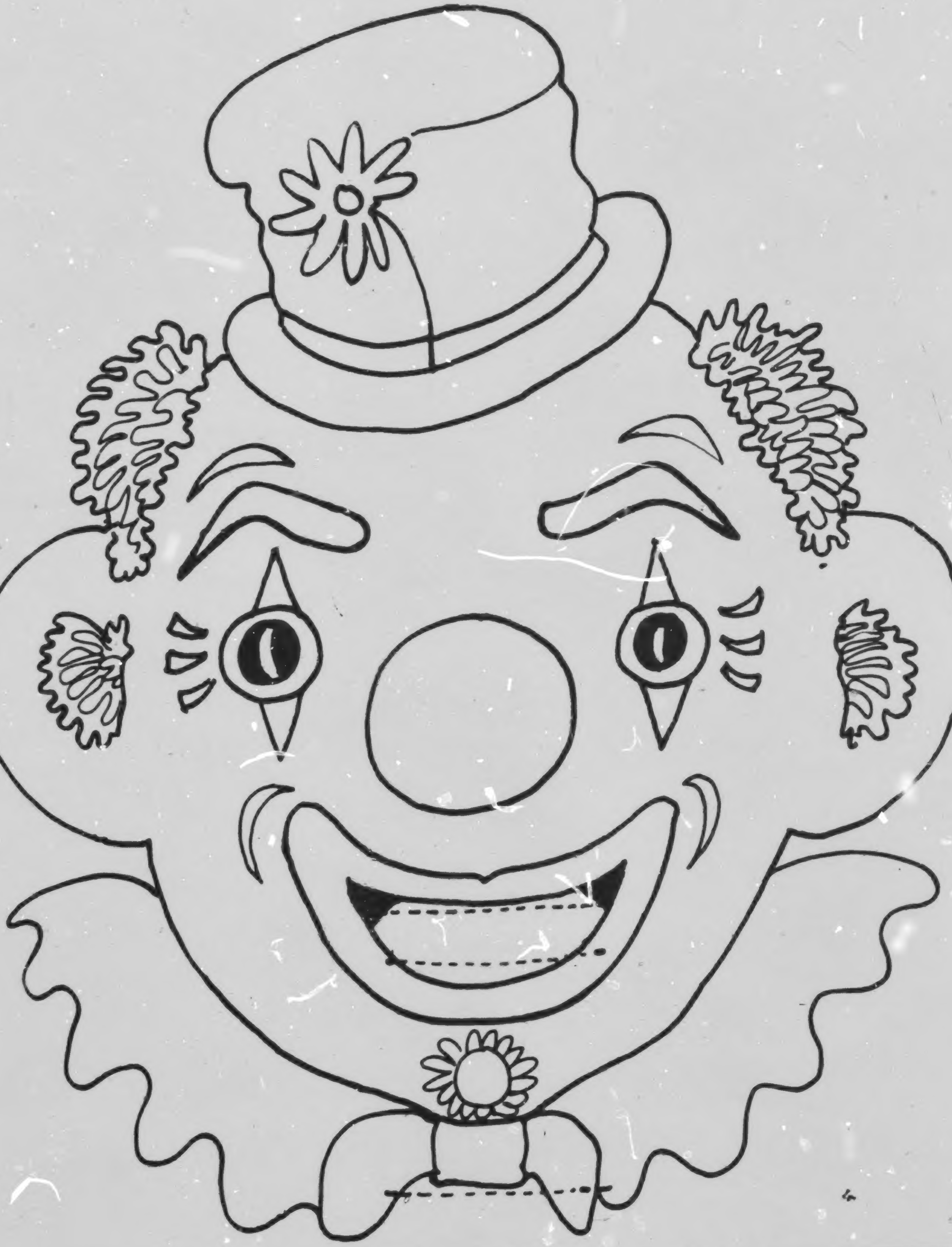

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brother

mouse

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LESSON SIXTY-ONE

Instructions

In today's lesson your child will use the Vowel House to meet the vowel e. We used the Vowel House before with lessons 10 and 21, so you may have it with the material from either of those lessons. To get it ready for today's work, just clip it to worksheet number 1. Your child will also review color words and the an family of words today.

Materials You Will Need

Vowel House
5 worksheets
Magic marker
Crayons
Scissors
Tape or paste

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Taping

Hi, (child's name). Today we're going to visit a house you've been to before. It's a Vowel House. Get it out. BEEP Do you remember where capital and lower-case A live? See if you can find them. BEEP Now who live above the A's. Open the windows, and tell me who you see. BEEP Capital I and lower-case I, of course! Now let's meet a new vowel family. Open the top floor window next to the I's and you'll see them. BEEP (Child's name), I'd like you to meet the E's. There's capital E and lower-case E. Would you color in the two E's? BEEP You can color the other vowels, too, if you like. BEEP

Now look at worksheet number 2. BEEP Do you know what those big boxes are? They're called crates, and they're used to pack big stoves, refrigerators, and tv sets. Some of the crates have dotted lower case E's on them. Some have dotted capital E's on them. Can you fill in the dotted E's with your Magic marker? BEEP Now take your scissors and cut out five of the crates. They can be any five you want. BEEP

Do you have five crates cut out? Count them again to make sure BEEP Good. Now find worksheet 3. BEEP Look at those big trucks! We're going to load the crates on them. First find box number 1... Now take one crate and paste (or tape) it on the trailer in box number 1. BEEP Good! Do you see the letter M on the truck? M and E together make a word. Let's figure out what it is. First tell me what sound the letter M makes BEEP Did you saymmmmmmm? Good. Now put mmmm and e together.

Mmmm... E. Mmmm... E. What word does that make? BEEP Did you say *me*? If you did, that was very good.

Now take another crate and paste (or tape) it on the trailer in box number 2. BEEP The letter B is on this truck. B and E together make a word. Can you figure it out? What sound does B make? .... Did you say buh? Buh and E, Buh .... E .... What's the word, do you think? ..... Did you say *be*? Very, very good. Now paste (or tape) a crate on the truck in box three. BEEP There's an H on the truck. What word does H E make? Come on, you know what to do now. What's the sound H makes? ..... Then add E. Did you say *he*? Good for you. The last truck is an extra long one. Paste (or tape) *two* crates on it. BEEP What's the letter on the truck? ..... An S, that's right. Now this word has two E's in it, but you sound it out the very same way. You tell me what the word is. BEEP Did you say *see*? That was very, very good (child's name).

Now find worksheet number 4. BEEP Can you color the can yellow? BEEP Can you color the pan blue? BEEP Make the man tan. Tan is a shade of brown, so use your brown crayon. BEEP Now color the fan green. BEEP All finished? Then get your scissors and cut out the circles that have the pictures inside. Try to cut along the lines. BEEP Now you should have four pictures. Hold onto them, because we're going to use them on worksheet number 5. Can you get worksheet 5? BEEP

Look at box number 1. Can you read the words? Tell me what they say. BEEP If you said "A blue pan" that was very good. You cut out a picture of a blue pan, too, didn't you? Take the picture of the blue pan and paste (or tape) it into the box. BEEP Now do the same thing with the other pictures you cut out. The words will tell you where to put each picture. BEEP Now let's see if you've put the pictures where they belong. Did you put the tan man in box number 2? Did you put the yellow can in box number 3? Did you put the green fan in box number 4? If you got all those right, give yourself an extra big star!

Page 1

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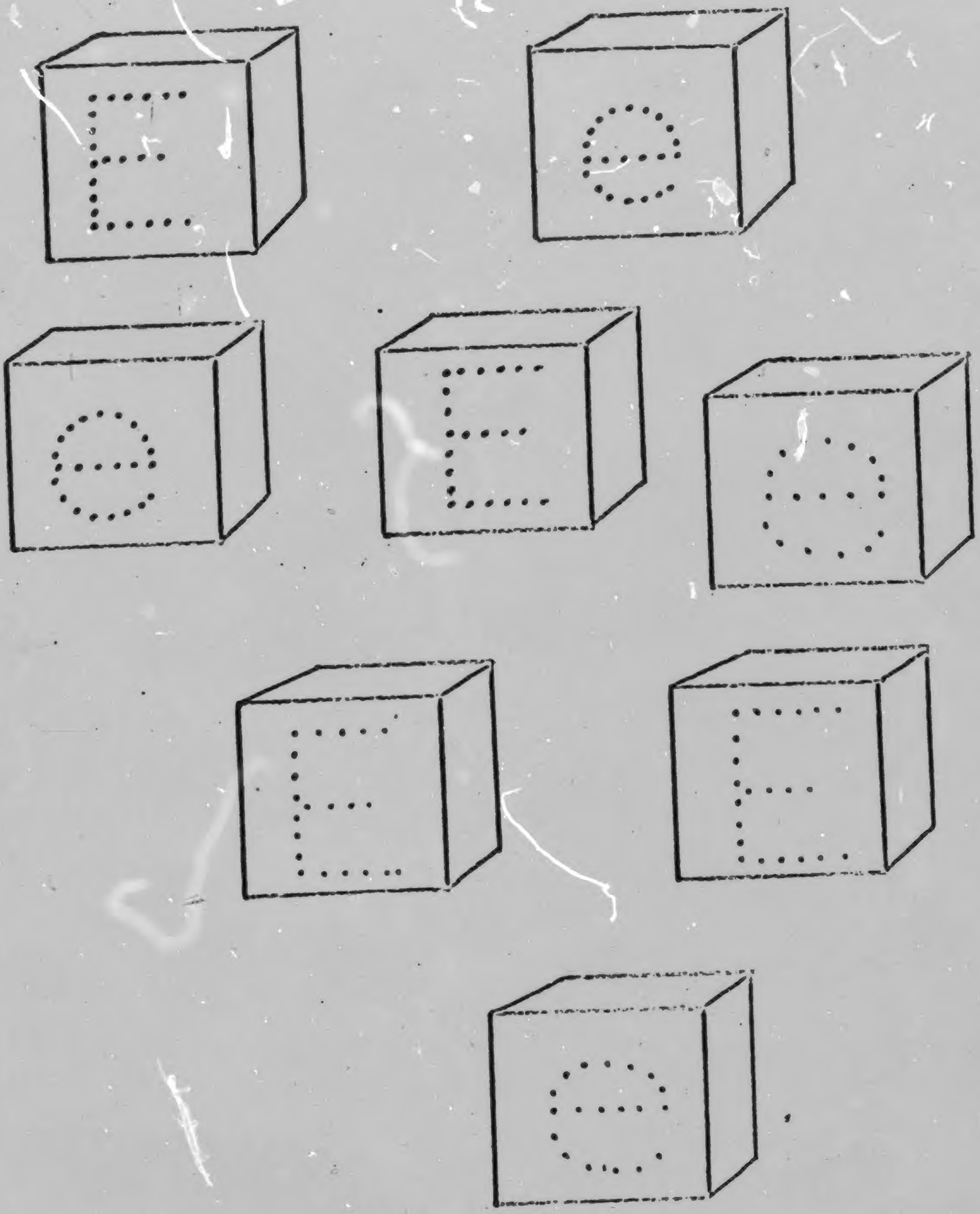
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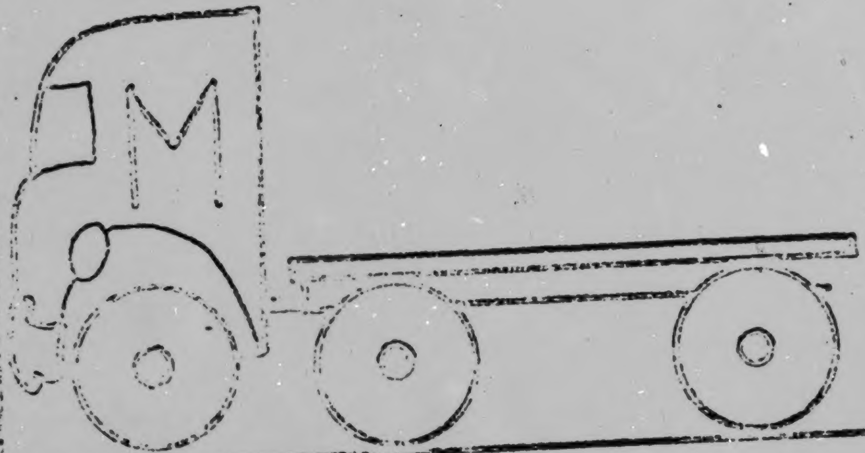

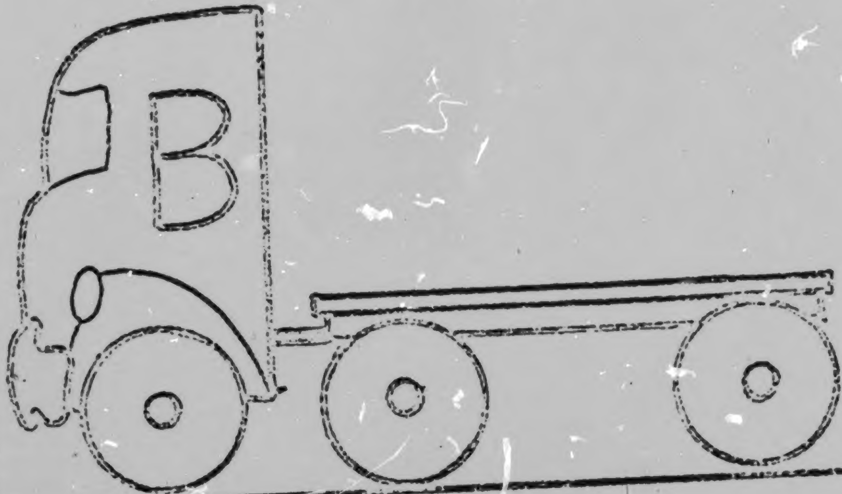

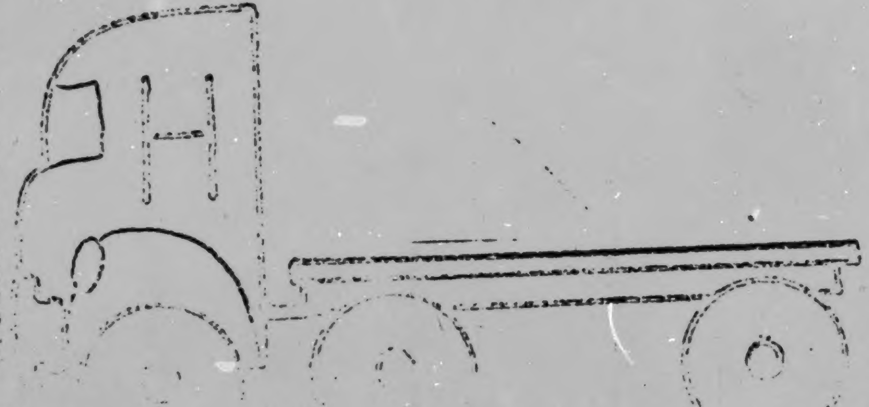

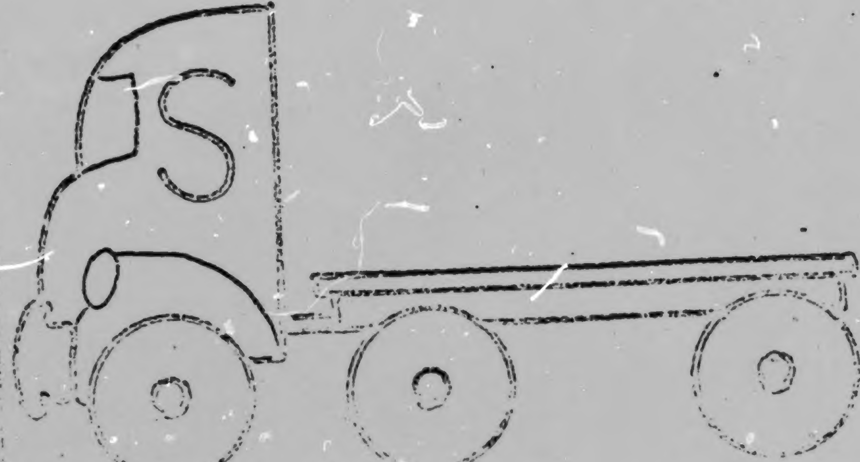

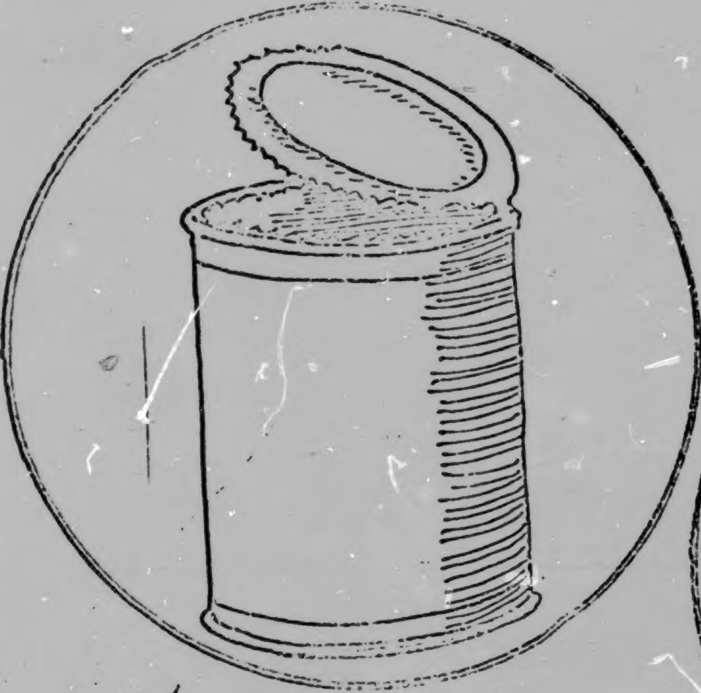

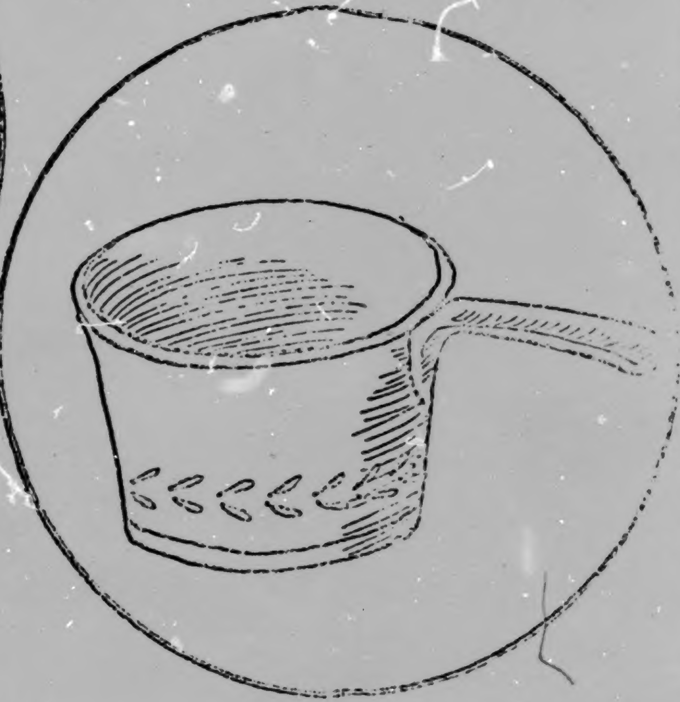

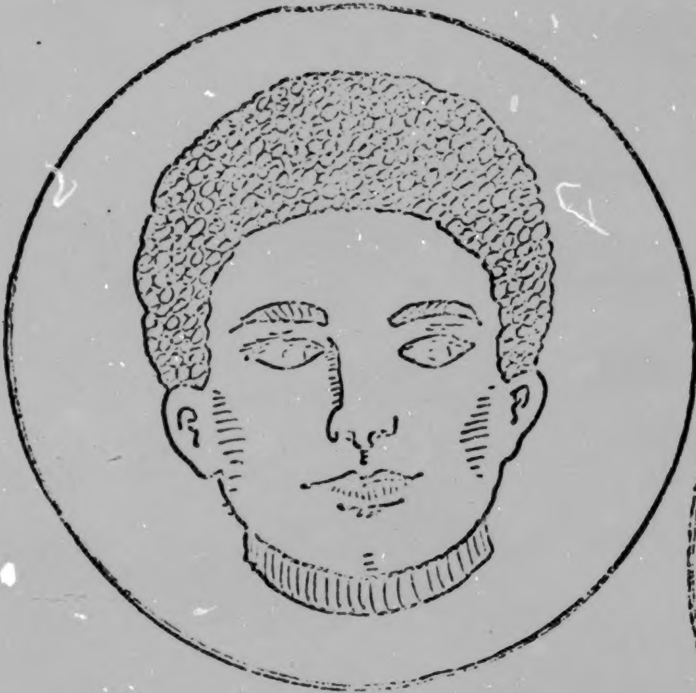

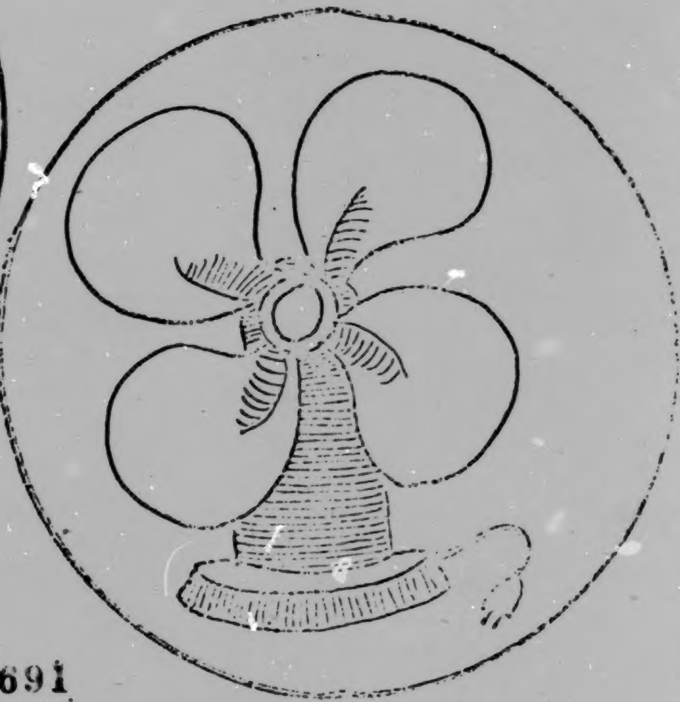

Page 5

2

A blue pan

A tan man

A yellow can

A green fan

LESSON SIXTY-TWO

Instructions

In this lesson your child will review the letter E and meet the new word the. He will also get more practice telling an-words and at-words apart. At the end of the lesson, he will read a little storybook. All you have to do to get the book ready is to take the worksheet that is printed on both sides and fold it along the dotted line. Make sure you fold it so that the page marked number 1 is the first page.

In the script, you will be asked to read the story through twice to your child. The second time, he is going to try to read it along with you, so be careful to speak slowly enough for him to follow the words as you read. Encourage him to read his story again later in the day. When he knows it well enough, he will probably want to read it to others in the family, too. He will get another chance to read the story in the next lesson, so don't worry if he doesn't seem ready to read it all by himself just yet.

Materials You Will Need

5 worksheets and a Book Page (You can recognize the book page because it has printing on both sides)
Magic marker
Crayons
Scissors
Tape or paste

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Taping

Are you ready for your lesson for today, (child's name)? Then get out your worksheets and see if you know what kind of a funny fish you find on page one. BEEP That funny fish is an Eel and his name is Eli. Do you know what alphabet letter Eli and Eel begin with? There it is at the top of the page. What letter is it? ..(pause).. If you said the letter E, you were right. Now take your magic marker and finish those dotted E's. BEEP

Eli the Eel loves bright colors, and he wants you to color him. Can you find the part of Eli that says me? ..(pause).. Color the me-part red. BEEP Can you find the part of Eli that says see? ..(pause).. Color the see-part green. BEEP Now look for the part of the eel that says be. ..(pause).. Color the be-part purple. BEEP Can you find the part of Eli that says he? ..(pause).. Color the part with he in it orange. BEEP

There's one more word on Eli's tail. Can you guess what it says? I'll give you a hint. Sometimes, in a cereal box, you get a little toy. You don't have to pay for the toy. That means it's ..(pause).. what? What do you call something that doesn't cost any money? ..(pause).. Did you say free? That's right. And the word free is the last word on Eli's tail. Color the part that says free any color you want to. BEEP

Now find worksheet number two. BEEP Look at all those presents! You can tell what's in them because somebody drew pictures on the outside of the packages. I have a game for you to play with those presents. But first, get your scissors and cut the presents out. BEEP Now get worksheet number three. BEEP There are two Christmas trees on this page. One belongs to the At-family and one belongs to the An-family. Your job is to put the presents under the right tree.

First, let's look at all the packages and tell me what they have in them. BEEP (Slowly) Did you say a pan, a hat, a can, a bat, a fan, and a cat? Very good! Now find the An-family's tree. . .(pause). . Paste (or tape) all the an-word packages under the An-family's tree. BEEP The packages that are left should all have at-things in them. Do they? BEEP Then paste (or tape) the at-word packages under the At-family's tree. BEEP

I hope you gave everyone the right presents. Did the At-family get their cat and their hat and their bat? If you gave them all the right packages, draw a big star on top of their Christmas tree. BEEP Did the An-family get the right presents? Did they get the can, the pan, and the fan? If they got all those presents, you can draw a big star on top of their tree, too. BEEP

I have a new friend I'd like you to meet today. He's a very important friend and he's waiting for you on worksheet number four. BEEP There he is. His name is the and look how he's crying! He's sad because so many children never remember his name. Do you remember your new friend's name? What is it? . .(pause). . I hope you said the, because that would make him happy!

Let's learn his name very well so he'll never have to cry again. Find page five. BEEP Can you read what it says in box one? . .(pause). . Did you say the? Very good, (child's name). Now read the word in box two. ..(pause).. I'll bet you said the again, and that's correct. The can be written with a capital T or with a lower-case T. It says the both ways. Now finish writing the in box three. BEEP Can you finish the word the in the fourth box too? BEEP Now write it all by yourself in box five. BEEP

I bet you'll never forget your new friend's name now. What is it? ..(pause).. If you said the, put a big smile on his face. BEEP

Now I have a surprise for you - a storybook of your very own. I'm going to read it to you first, because there are a few new words in it. BEEP Get your book and look for the first page. It has a picture of a house. BEEP Look at the words as I read them to you. Are you ready? Then let's begin with page one.

See my house. My house is red.

Turn the page now, (child's name). ..(pause)..

In the house, I see a bed. On the bed, I see a box. In the box, I see a fox. Now we're ready for page three. Are you with me, (child's name)?

On the fox, I see a hat. On the hat, I see a cat. On the cat, I see a mouse. Turn the page again. ..(pause)..

Man! That is a funny house!

Did you like that story, (child's name)? ..(pause).. Do you think you can read it with me this time? Let's try. Turn back to page one. BEEP

Here we go. Let's read together. You read nice and loudly, so I can hear you way out in the kitchen. (Read slowly so your child can keep up with you.)

See my house. My house is red. Turn the page. . . (pause). .

In the house, I see a bed. On the bed, I see a box. In the box, I see a fox. Next page, (child's name)

On the fox, I see a hat. On the hat, I see a cat. On the cat, I see a mouse. Turn the page. . . (pause). .

Man! That is a funny house!

Could you read most of the words that time, (child's name)? Why don't you bring me your storybook and read it to me one more time. After you know it well, I bet your (brother, or father or sister) would like to hear you read it, too. BEEP

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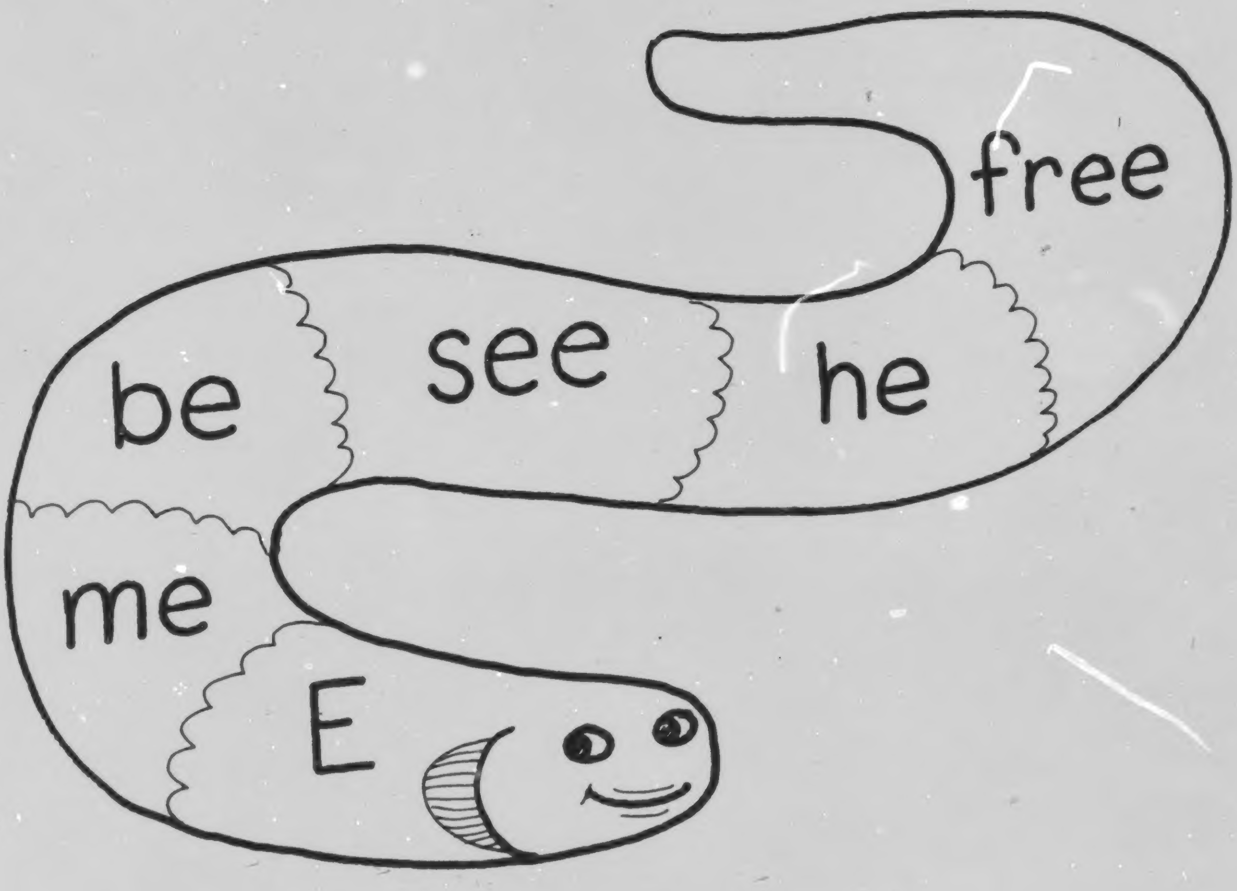
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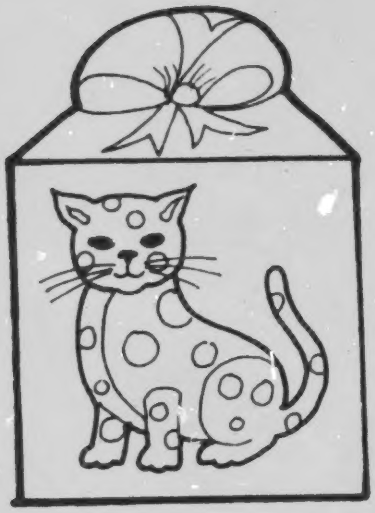

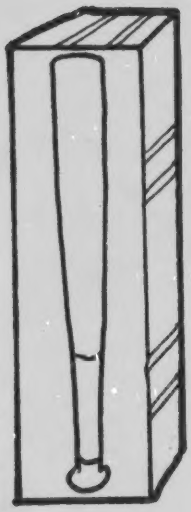

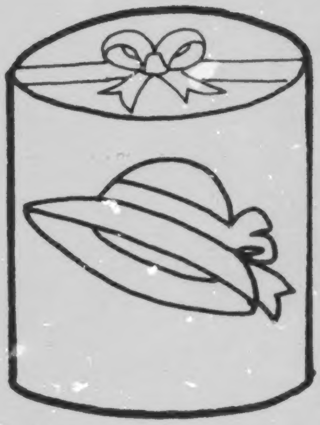

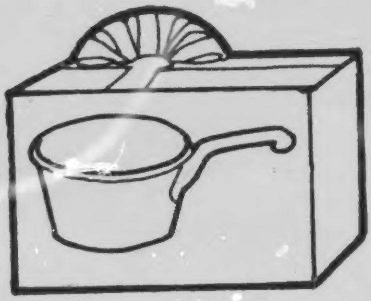

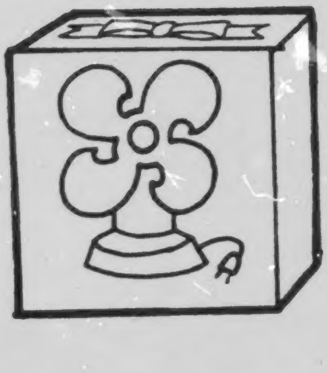

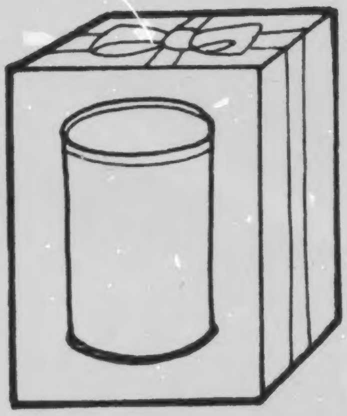

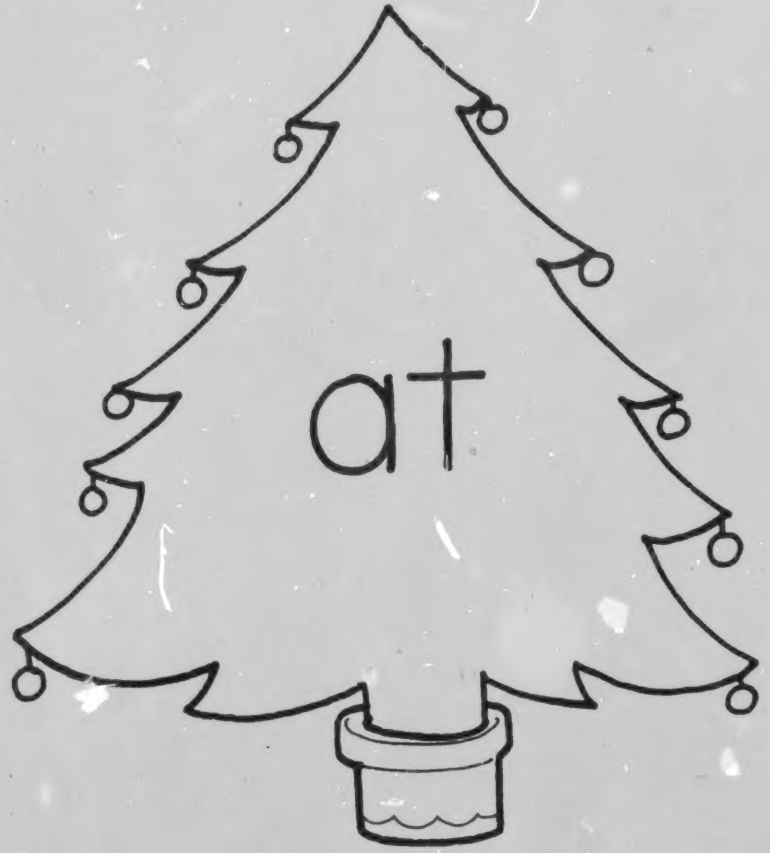
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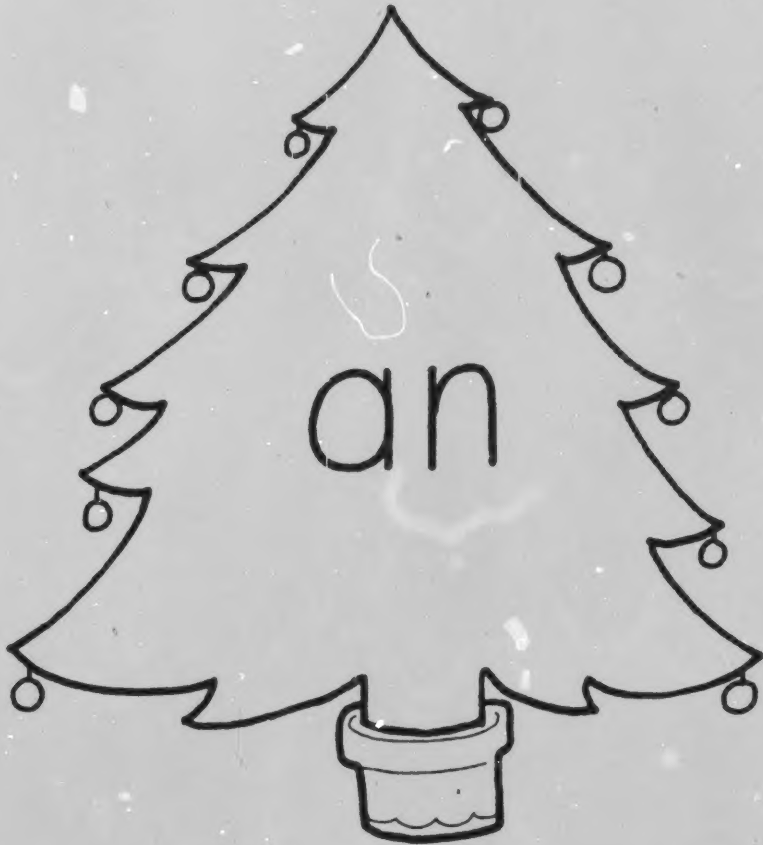
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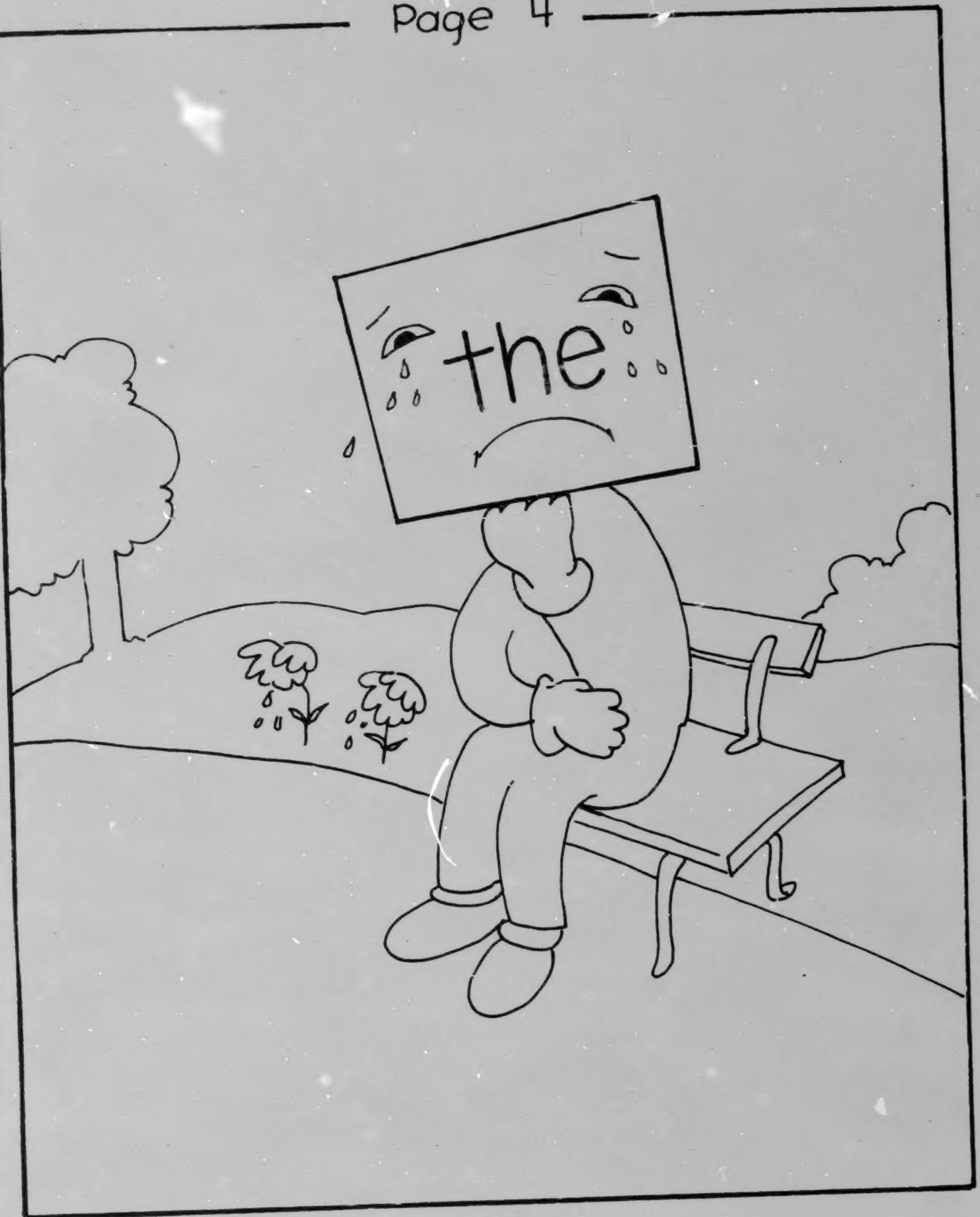
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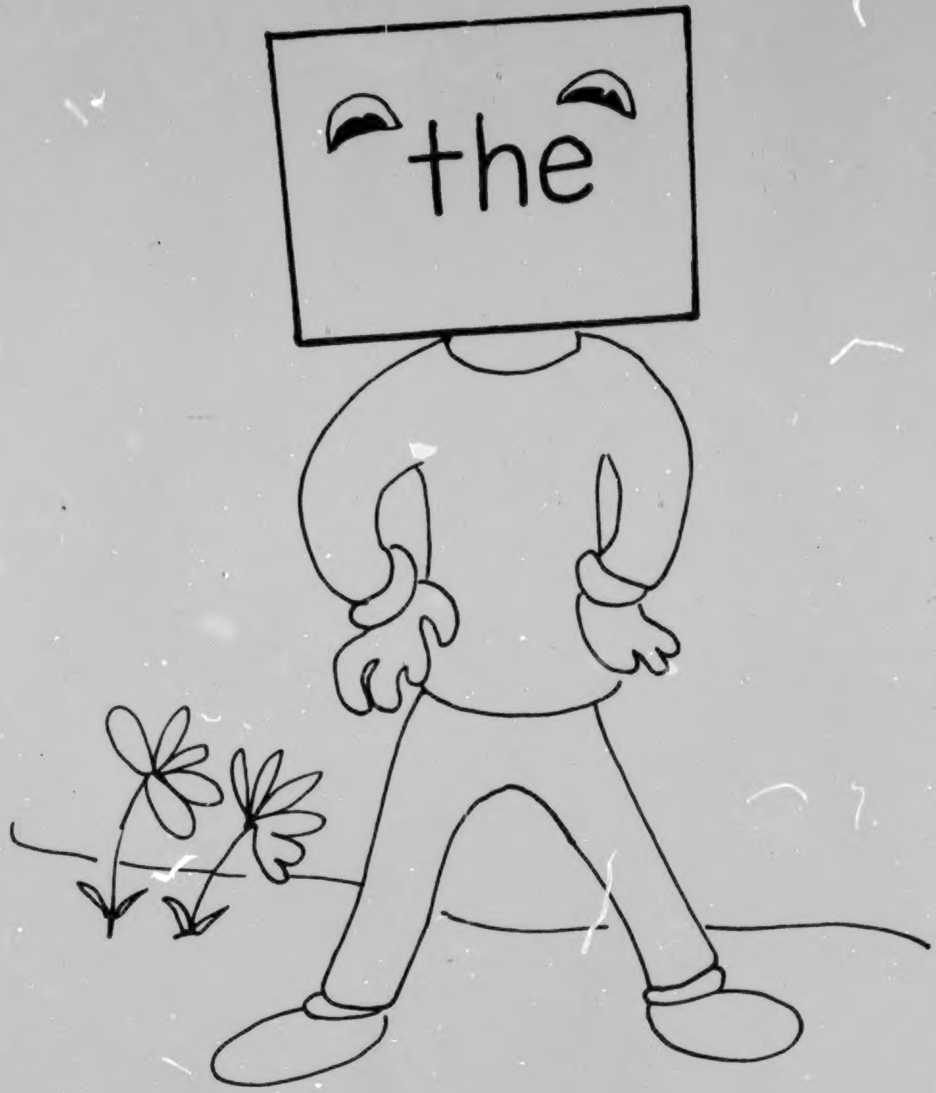

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LESSON SIXTY-THREE

Instructions

In this lesson your child will learn to use an old letter in a new way. There will be several games that will teach him how to change a word by putting the letter S at the end of it. This is the first time we have talked about ending sounds, and it may be a little difficult at first for your child to get used to listening to the way words end. You can help him by stretching out the final S sounds whenever you say them on the tape.

Worksheet number six has some pictures on it. If you will cut apart the squares and put them in a small envelope in your child's folder, the game will be ready for him to play.

Materials You Will Need

Crayons
Magic marker
Scissors
Tape or paste
Story book from lesson 62
6 worksheets

TAPING

Hi, (child's name), how are you today? . . . Are you ready to play some more word games with me? . . . In your last lesson we read a storybook together. It's in your folder, so we can read it again today. Get it out. . B E E P . . I'll read along with you the first time, the way we did before. Remember, speak up nice and loud so I can hear you wherever I am.

(Read slowly). See my house. . . My house is red. . . Turn the page, (child's name). . (Pause) . . In the house, I see a bed. . . On the bed I see a box. . . In the box I see a fox. . . Now go to the next page, (child's name). On the fox I see a hat. . . On the hat I see a cat. . . On the cat I see a mouse. . . Now turn to the last page. . (Pause) . . Man, that is a funny house!

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Very good, (child's name)! Now here's what I'd like you to do. Turn off the tape recorder and read your storybook all by yourself. . BEEP . . I'll bet you knew all the words in your story, didn't you, (child's name)? At the end of the lesson, will you bring me your storybook and let me hear how well you can read it?

Now get out worksheet number one. . BEEP . . This game is a tricky one, so watch out! First, look at box one. Do you see the two cherries? One cherry has the word fan in it. Do you see it? . . (Pause) . . In the other cherry is the word fat. Now here's the tricky part. Your job is to find the cherry that says fan. Can you find it? . . (Pause) . . Color the cherry that says fan red. . BEEP . . In box two, there's a pair of shoes. One of the shoes has the word train in it and the other one says rain. Find the shoe that says rain and color it brown. . BEEP . . Now look at box three. One of the bicycle wheels has the word bed in it. Can you find it? . . (Pause) . . Listen to the sound bed begins with. When you're sure you've found the word bed, color that wheel green. . BEEP . . Now look at box four. This time find the mitten that says can. Color it yellow. . BEEP . . Now look at box six. Which eyeglass says coat? Listen to the sound coat begins with. When you've found the word coat, color it green. . BEEP . . I wonder if I fooled you. Let's find out.

Get out worksheet two. . BEEP . . Lay it on top of the worksheet you just finished. Put it down carefully, making sure the edges of both pages match up evenly. . BEEP . . Now look closely. Can you see the coloring you did right through the top page? There should be a star on top of every picture you colored. Check them now. If there is a star on top of every picture you colored, you got every one right, and I didn't fool you one bit! . . BEEP . .

to me? . . BEEP . . Did you say hat? Fine. Now write a hissing S in the space at the end of the work. . BEEP . . What does that word say now? . . BEEP . . Did you say hats? Very good! Now read me number 2. . BEEP . . Did you say boat? Good! Write an S at the end of the word. . BEEP . . Read me the word now. . BEEP . . Did you say boats? Good work, (child's name)! Let's try word number 3. Read it to me. . BEEP . . Did you say like? Fine. Now put an S at the end of the word and then read it to me. . BEEP . . Did you say likes? You're very good at this game! Now read me word number 5. . BEEP . . Did you say pan? Right again. Add an S to it, and read me what it says. . BEEP . . Did you say pans? Good for you, (child's name). One more, number 6. What is that word? . . BEEP . . Did you say house? Good. Write an S at the end and read me the new word. . BEEP . . Did you say houses? That was a very good job! You really made that hissing S-snake work hard today!

Now find worksheet number 5. . BEEP . . It's a picture of a zoo, but look! All the animals got out of their cages. Do you know where they are? They're in the little envelope in your folder. Can you get it? . . BEEP . . Spread out the pictures. . BEEP . . Your job is to put the animals back where they belong, but be careful! There are two pictures of each kind of animal, but only one picture fits. Look at cage number 1 in the top corner of the zoo. The sign on that cage says elephants. Say it after me. Elephants. Do you hear an S at the end of the word? There are two elephant pictures. Find them. . BEEP . . One picture has one elephant, the other picture has two elephants. Remember, the sign on the cage said elephants. Do you know which picture should go in the cage that says elephants? When you've found the right picture, paste (or tape) it in the elephant's cage. . BEEP . . If you put the picture with the 2 elephants in the first cage, you were

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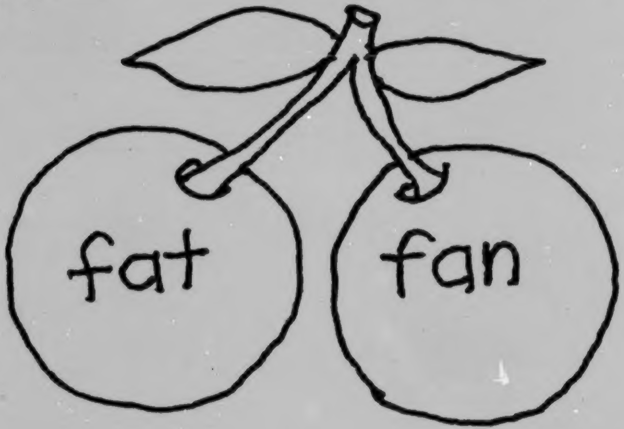

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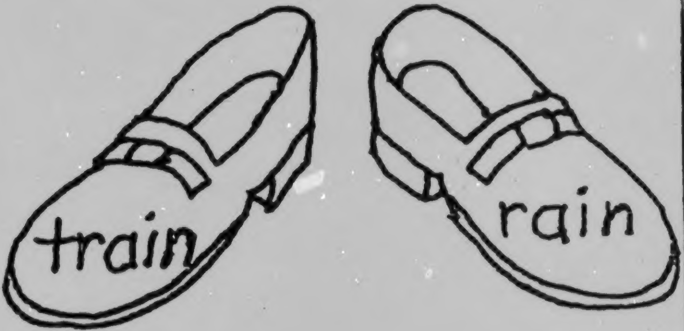

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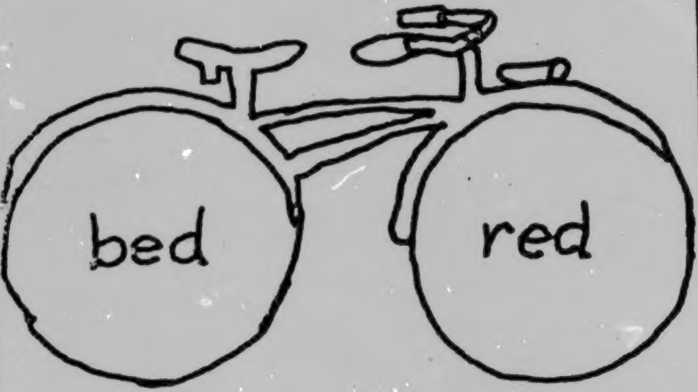

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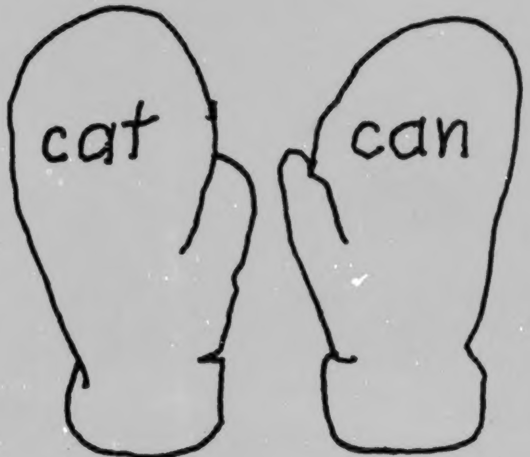

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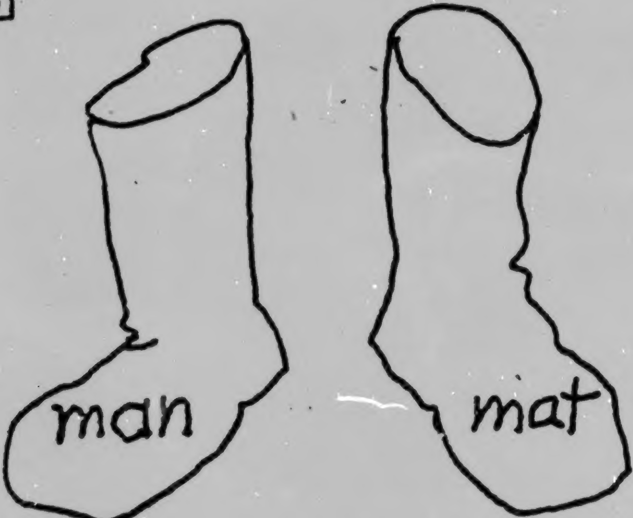

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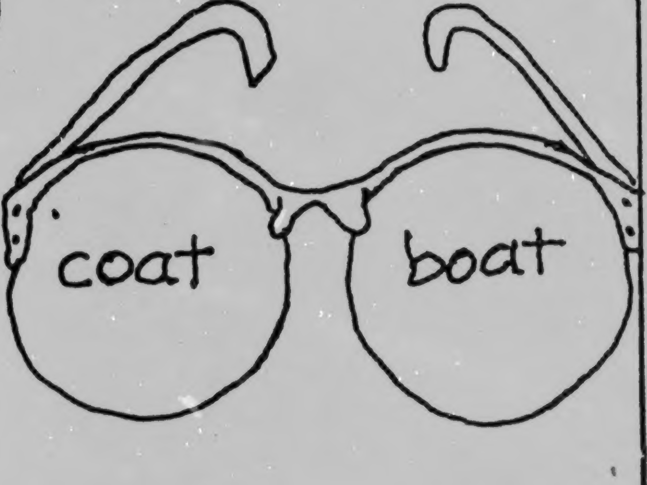

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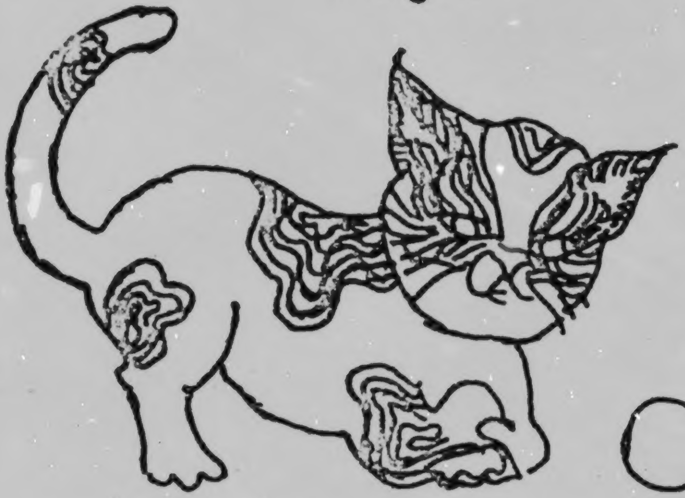

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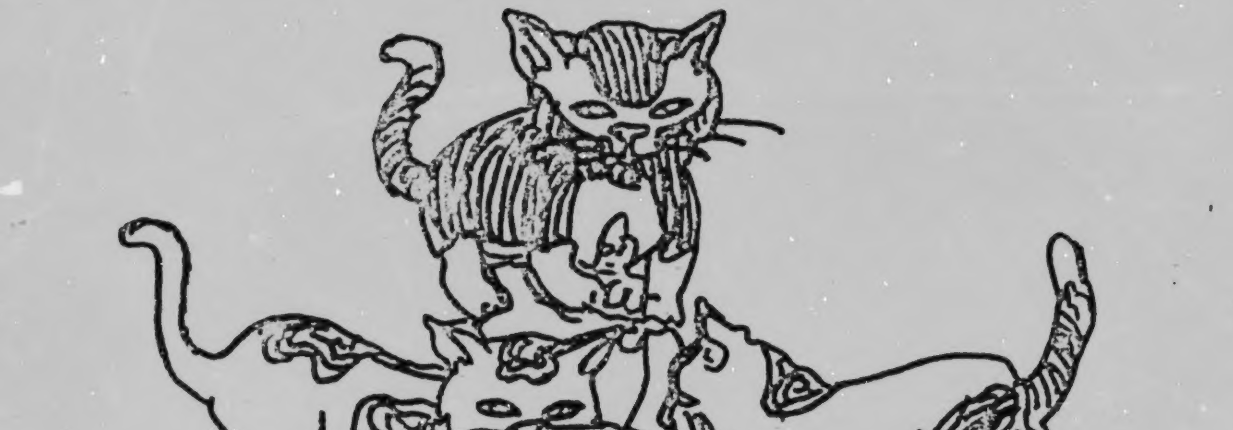

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2. boat_
3. like_
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5. pan_
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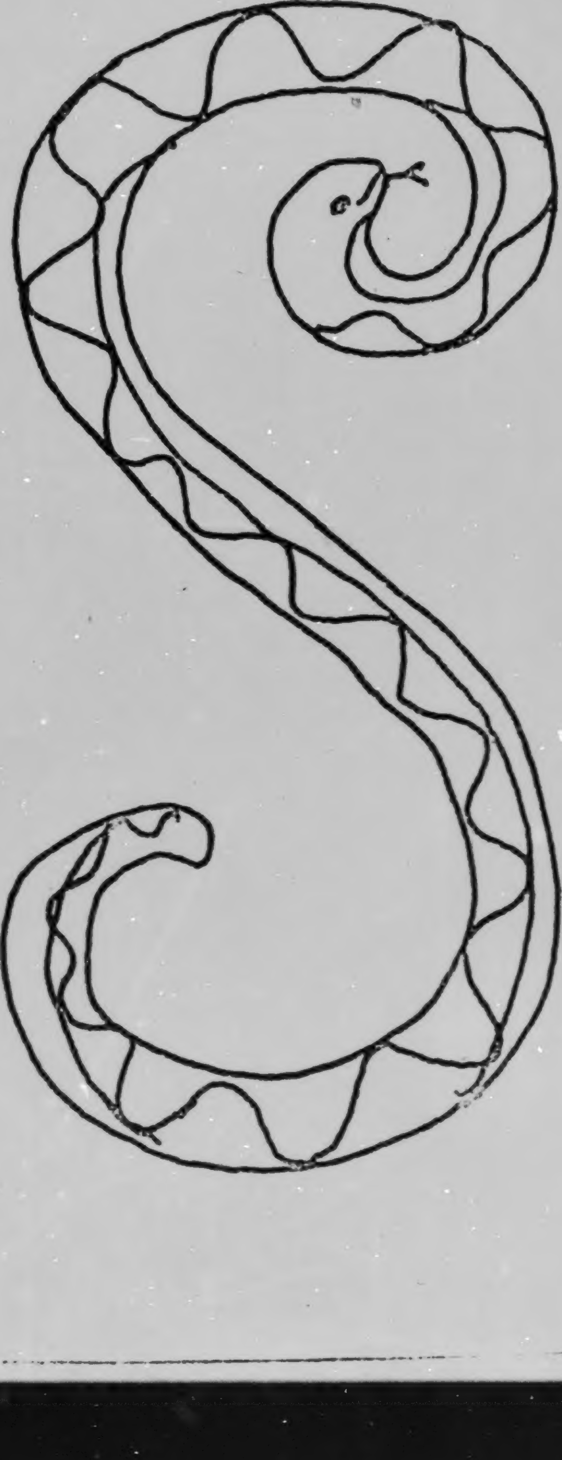

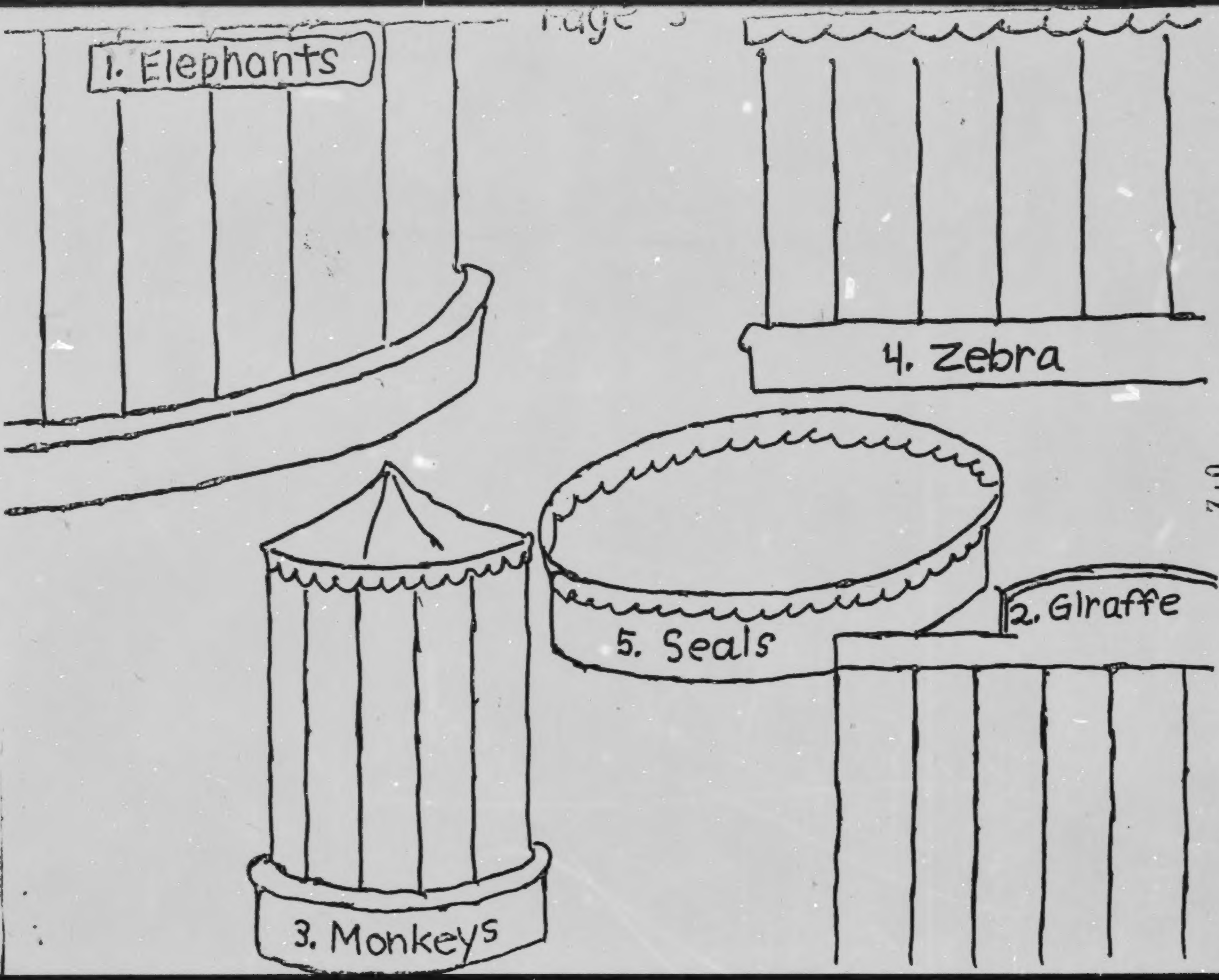
1. Elephants
4. Zebra
5. Seals
2. Giraffe
3. Monkeys

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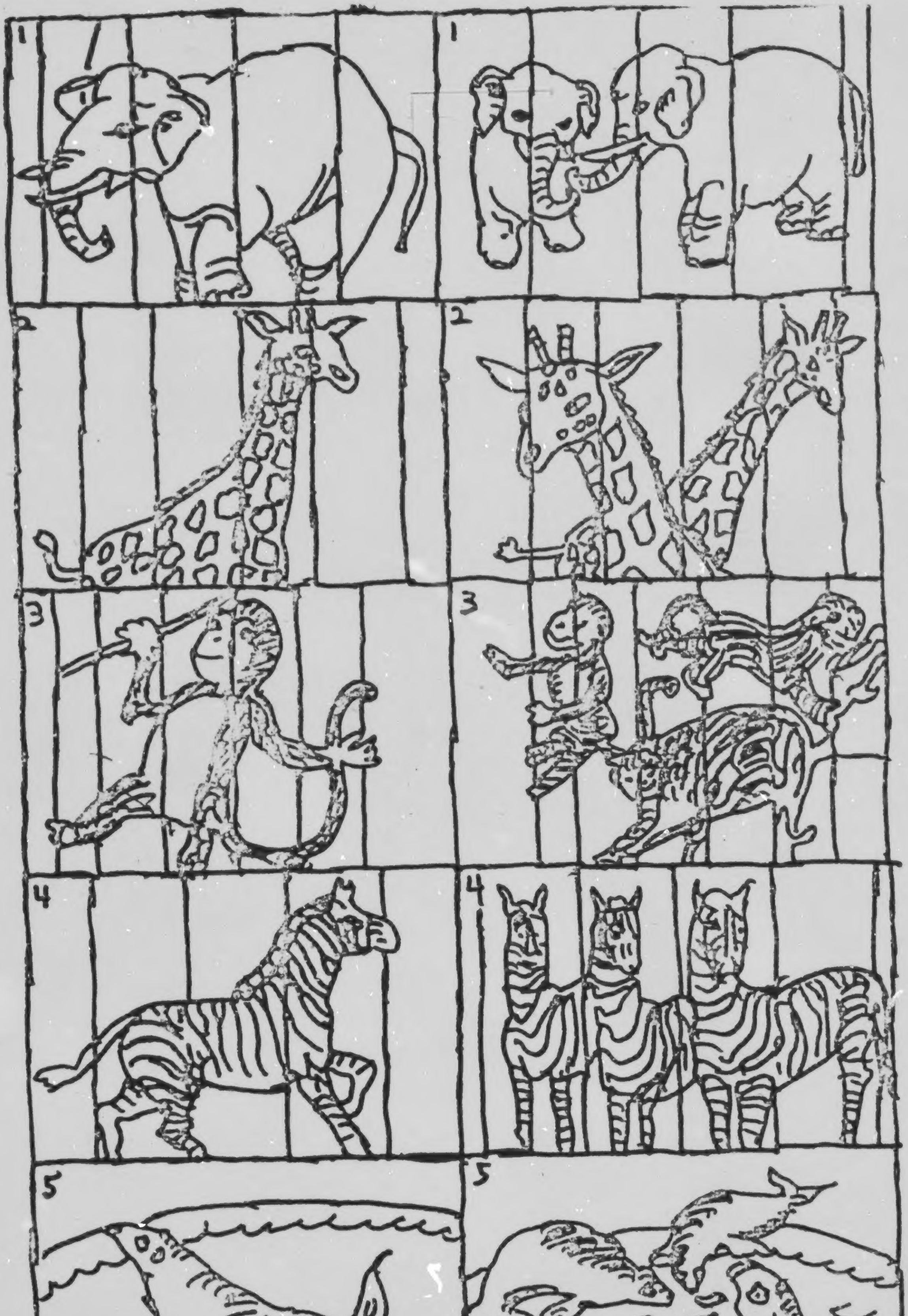
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LESSON SIXTY-FOUR

Instructions

In today's lesson your child will meet the letter N and the words yes and no. He will review other words he should recognize by now, and get more practice using the letter s at the ends of words. One of his activities will be to make a nest. Be sure to save the nest because he will need it again in the next lesson.

Materials You Will Need

6 worksheets
Magic marker
Scissors
Tape (or paste)

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Taping

Are you ready for your lesson for today, (child's name)? I have a brand new letter for you to learn and some fun games for you to play with it. Get out your first worksheet. BEEP There's your new letter - the letter N. Can you tell which is the capital N and which is the lower-case letter N? ..(pause).. Draw a big red circle around the capital letter N. BEEP Draw a blue circle around the lower-case letter N. BEEP Now listen to the sound the letter N makes: Nnnnn ... Nnnnn ... Let's hear you say it with me: Nnnnn ... Nnnn ... Now say it all by yourself three times. Make it nice and loud. BEEP Very good, (child's name). Let's say some words that begin with your new letter N. You say them after me. Are you ready? Say Nnnighttime ..(pause).. Nnnothing ..(pause) .. Nnnobody ..(pause) .. NNnickname ..(pause) .. Nnnutty ..(pause) .. Nnniety-nnnine ..(pause) .. Nnnonsense ..(pause) .. Did you hear the sound Nnnnn at the beginning of all those N-words? ..(pause) .. Do you know what nonsense is? It's silly things that don't make sense. Here's some nonsense for you. See how many Nnnnn sounds you can hear. Ninety-nine nannygoats nibbled on nuts. Can you say that? Go ahead and try. BEEP That was nifty, (child's name). Here's some more nonsense with N-sounds. Listen. Never nail noodles with your nose. Try that one. BEEP Nice work. Now how about one more? Napkins never need new nighties. That's pretty silly, isn't it? Can you say it after me? Napkins never need new nighties., BEEP Good for you, (child's name). Now turn to page two. There are two letter N's waiting for you. Fill them in with your Magic Marker. BEEP The bottom half of the page is for something special. Get your scissors, and cut the page in half along the heavy line. BEEP Now get the tape. BEEP Take the piece you just cut off, and lay it on top of the first worksheet. BEEP Make sure the bottom of the two pages match. BEEP Now tape them together all along the bottom. BEEP Tape the two sides together. BEEP Very good! Do you know you made something that begins with nnnn. What is it? BEEP A nest, that's right. And what do you suppose goes into the nest? Turn to page three and see. BEEP

Eggs, of course! But what's on them? Did you say a nail? Good. What's on the egg in box 2? BEEP Did you say a needle? Right again, (child's name). What's on the egg in box 3? BEEP Did you say a necktie? Good for you. Now box 4. BEEP That's a nickel! Next box 5. BEEP Could you tell those were nuts? If you did, you were correct. What's in the last egg in box 6? BEEP Did you say nines? Very good, (child's name)! Now get the scissors and cut out all the eggs. BEEP Put the eggs into the nest you made. BEEP Very nice! Now that nest looks like a nest should!

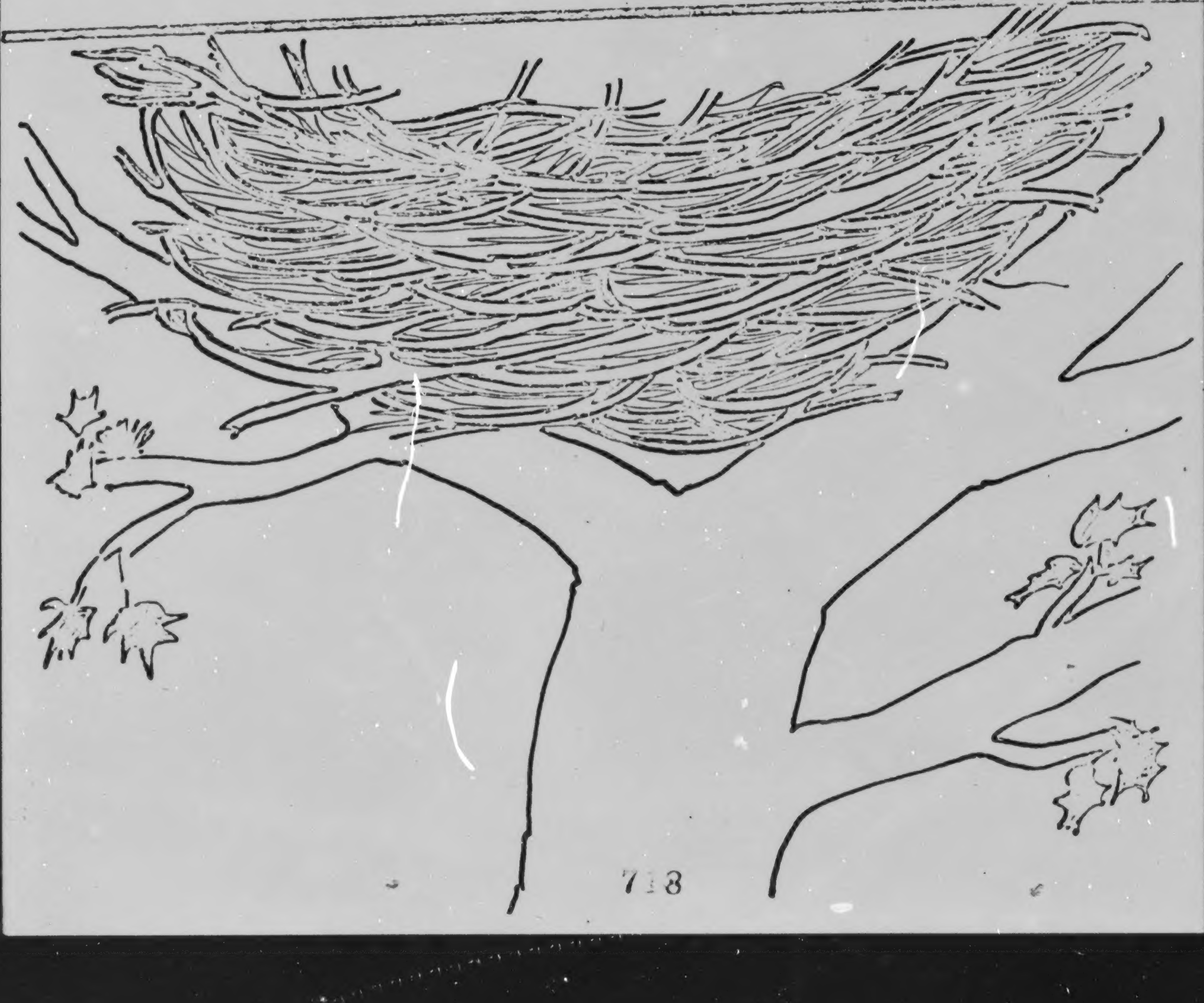
Can you get page 4? BEEP On the top of the page are two very important words. I bet you say them a million times a day. The first word, the one in the square, says Yes. Can you guess what the word in the circle is? It begins with Nnnnn . . (pause). . What is it? . . (pause) . . It's no. Good for you, (child's name). Now let's play a yes and no game together. I'm going to ask you some questions. I'd like you to put your answers in the boxes on your worksheet. Get your Magic Marker and we'll try the first one together. BEEP The first question is - do you like chocolate ice cream? Think of your answer If it's yes, draw a line through the square that says yes in box one. If your answer is no, draw a line through the no-circle. BEEP In box 2, the question is - would you like to ride in an airplane? If you would, draw a line through the yes-square. If your answer is no, draw a line through the no-circle. BEEP Now the 3rd question. Can you ride a bike? Write your answer in box three. BEEP Now a question for box 4. Do you like to go to school? BEEP Answer this one in box 5. Do you watch Sesame Street on TV? BEEP Now the last one in box 6. Do you like to go to bed at night? BEEP That was fun, wasn't it? Later maybe you can show your brother (or sister, etc.) how to play your Yes and No game, too.

Now find worksheet number 5. BEEP I bet you know all those words, don't you? We're going to play a game with them, but first see if you can read them to me. Ready? Read me the two words on the top line. BEEP Did you say bat and bats? Good. Bat is on the left. Bats is on the right. You have to look carefully to tell which is which. Now read the next two words. BEEP Did you say train and trains? Good. Now the next line of words. BEEP Did you say fan and fans? Very good, (child's name) Now the next line. BEEP Did you say boat and boats? Good for you! Now line 5. BEEP Did you say house and houses? What a good reader you are! What are the last two words? BEEP Did you say hat and hats? Fine! Now comes our game. Get your scissors, and cut all the boxes apart. BEEP Now spread the pictures out and mix them up. BEEP Get worksheet 6. BEEP Each box has a picture in it. Your job is to find the word that matches the picture. When you find the right word, paste it on top of the picture. This game is a little tricky, so you'll have to look very carefully. What do you see in the first picture? ..(pause).. Did you say a train? That's right. Now find the word that says train and paste it on the picture of the train. BEEP What do you see in the second box? ..(pause).. There are some houses, aren't there? Say the word houses again. ..(pause).. You have a cut-out word house and one that says houses. Can you find the one that says houses and paste it on the picture? BEEP Now do the same thing in the rest of the boxes. Be sure you name what you see first. Listen carefully. If the word you say ends in S, be sure to find the cut-out word that ends in S too.

When you have finished pasting words on all the pictures, bring me your game so I can see what a good job you did. BEEP

Nn

N n



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N n

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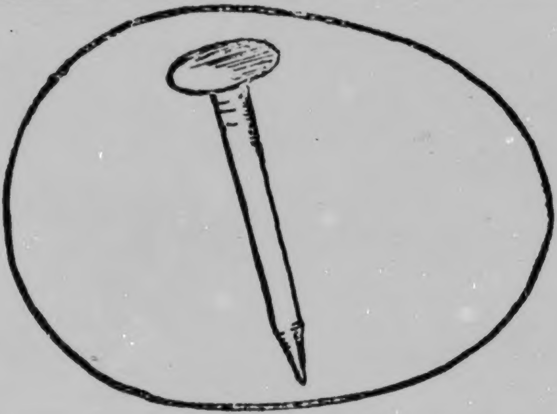

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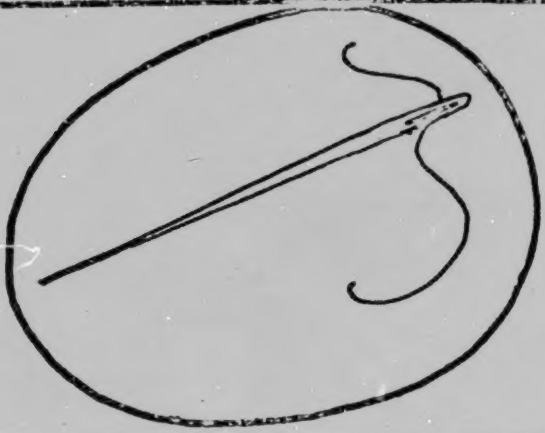

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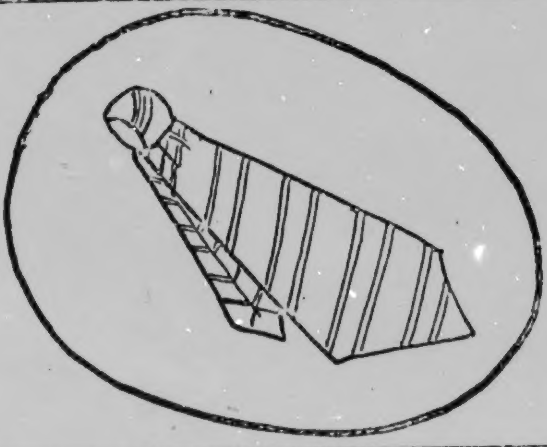

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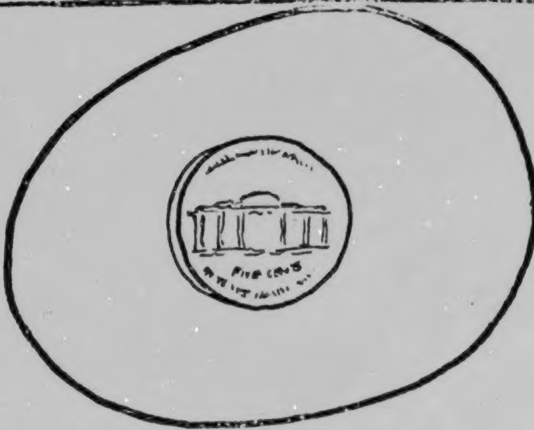

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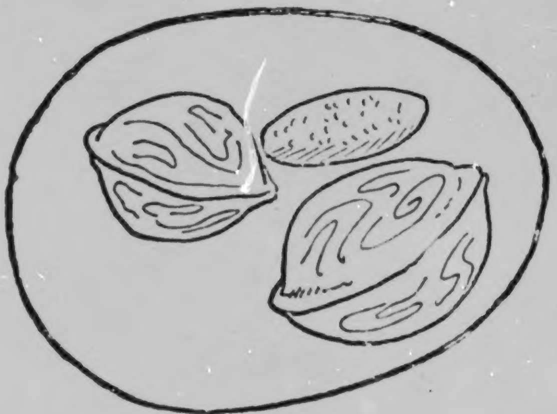

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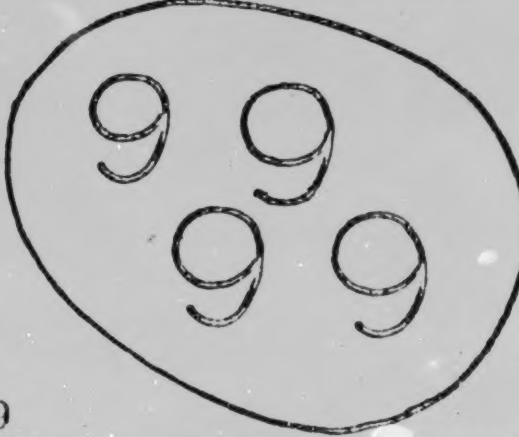


Yes No

1

Yes No

2

Yes No

3

Yes No

4

Yes No

5

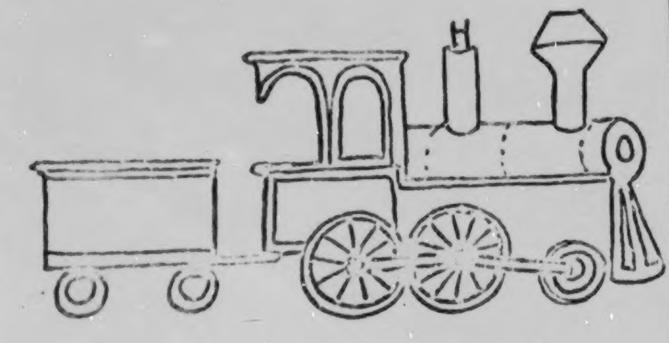
Yes No

6

Yes No

bat	bats
train	trains
fan	fans
boat	boats
house	houses
hat	hats

1



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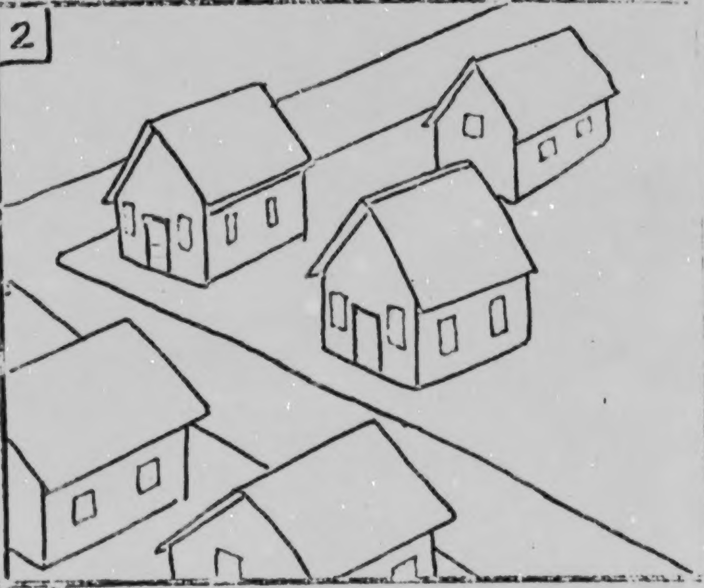

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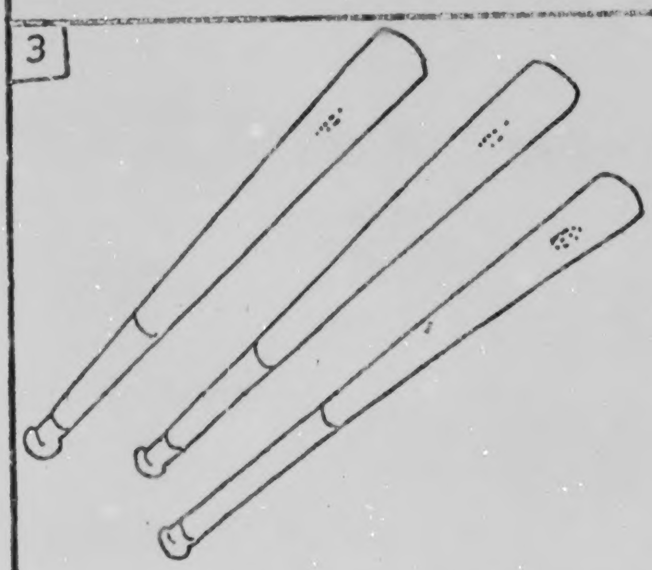

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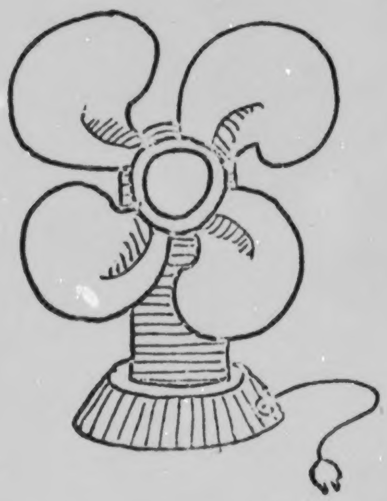

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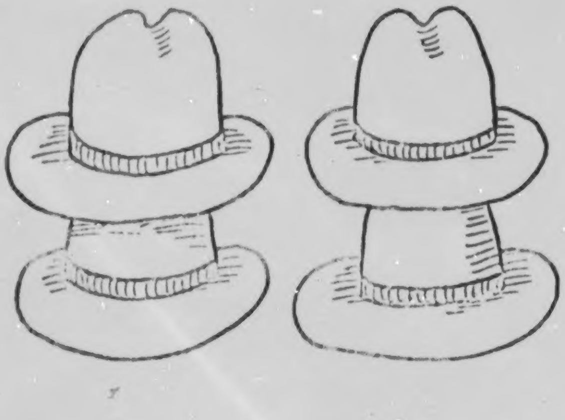

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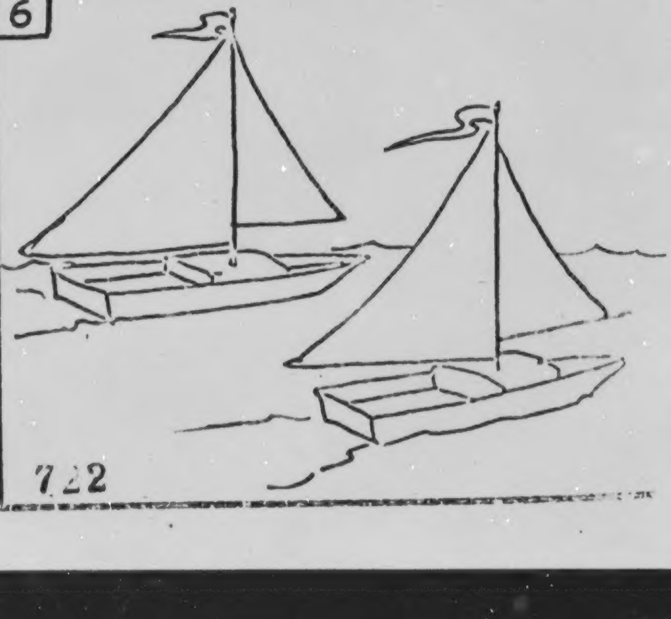

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LESSON SIXTY-FIVE

Instructions

This lesson reviews the letter N and its sound. It also gives your child more practice with at-words, an-words, and other sight words. To get the lesson ready, find the nest with six eggs from lesson 32. Cut out the three new eggs on the cut-out page and put them in the nest along with the other eggs.

Materials You Will Need

Nest and 6 eggs from Lesson 32
Worksheets 2-5
Cut-out page
Magic Marker
Crayons
Scissors
Tape or paste

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Taping

Hi, (child's name)! It's lesson time again. Are you ready to begin? ..(pause).. Today we're going to play some more games with the new letter you learned last time, the letter N. We said some nutty nonsense words that begin with N. Remember this one: Napkins never need new nighties. Let's hear you say it. BEEP Now let's hear you say the sound the letter N makes - three times nice and loud like this: Nnnn .. Nnnn .. Nnnn .. Let's hear you now. BEEP Very good, (child's name). Now see if you can find the nest you made in your last lesson. BEEP

Take out the eggs that are in the nest and get your magic marker. BEEP Now look at the pictures on the eggs. Some of them are the N-things you named last time. But today I stuck in three new ones to try to trick you. Are you going to be too clever for me? Here's what you do. Say what you see in each picture. Listen carefully to the sound each word begins with. Then write the letter that makes that sound beside the picture. BEEP Now let's see if I tricked you. Did you put an N on the nail and the needle and the necktie? And did you write the letter N on the nickel and the nuts and the nines? Did you put a letter B on the boat, an M on the moon, and a C on the cake? If you did, you were the tricky one! Good work, (child's name)! Now pick out all the eggs with an N on them, and put the N-eggs back in the nest. BEEP

Now find worksheet number 2. Guess what? One of the at-family's cousins has come for a visit. What do you think his name is? ..(pause)..

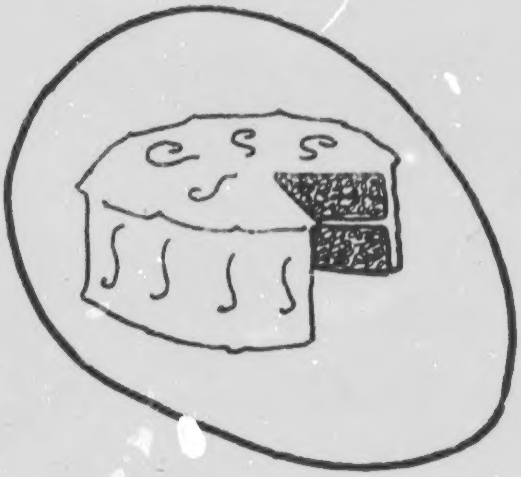
That Nat? Right you are! How do you like Nat's nifty necktie? It would be even niftier if you would color it your favorite colors. BEEP Do you know what Nat has in his pocket? Get worksheet number three to find out. BEEP Nat has nine new nickels in his pocket. One of the nickels has two N's in it, a capital N and a lower-case N. Get your magic marker and draw a capital N and a lower-case N in all the rest of the nickels. BEEP

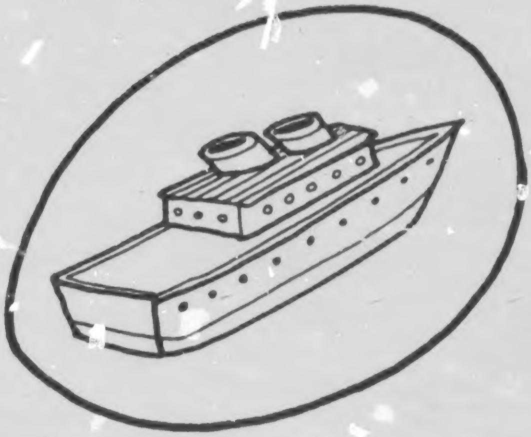
Now get worksheet number four. . (Pause). . Look at all those fancy Easter eggs! They must have fallen out of someone's basket. Whoever had them didn't even finish coloring them. Can you do the job? Color the egg that says rain red. . BEEP. . . Color the egg that says see purple. . BEEP. . . Find the egg that says yellow. . (Pause). . Color it yellow. . BEEP. . . Color the egg that says bat blue. . BEEP. . . Color the egg that says mouse orange. . BEEP. . . . Color the egg that says boat green. . BEEP One egg has the word blue in it. Can you find it and color it blue?. . BEEP Find the egg with the word my in it and color it purple. . BEEP. . . Now there's just one egg left. What does it say?. . (Pause). . If you said house, you were absolutely right! Color the last egg any color you like. BEEP. . . . If you want, you can cut out your pretty eggs and put them in the nest where they'll be safe. . BEEP. . . .

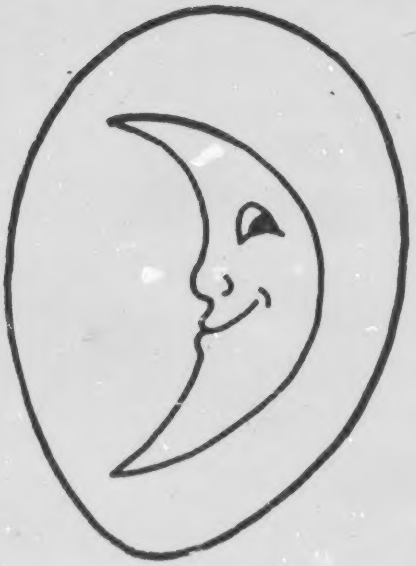
Now find worksheet number five. . (Pause). . Get your scissors and cut out the little boxes at the side of the page, the ones with letters in them. . BEEP. . . . Now look at the three trains. They all have the letters A and N on their cars, but the trains can't go. Do you know why?. . (Pause). . . Their engines don't have any letters on them. The engines need letters to make words so they can go. Can you help get the trains started? Take the letters you cut out and try putting one on each engine. But look out! Some of the letters make real words, and some of them don't. Try all the letters till you find which three make real words. Then paste (or tape) them on the engines. BEEP Did you make three words so your trains can go? . . (pause). . What are they? BEEP Did you make the words Pan and fan and man? If you did, you're a fine engineer, (child's name). I hear those engines huffing and puffing already. All aboard! That's all for today!

R-33

Cut-Out Page







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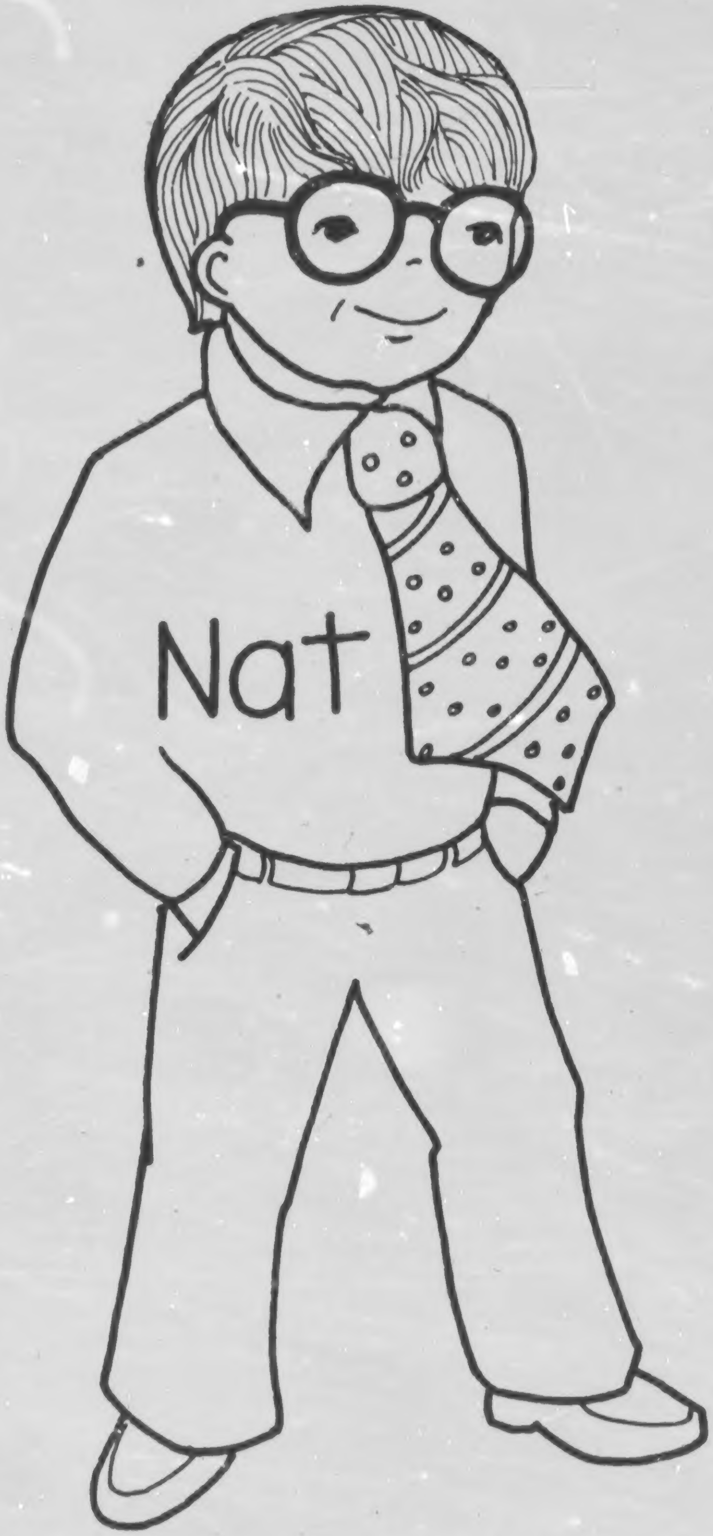

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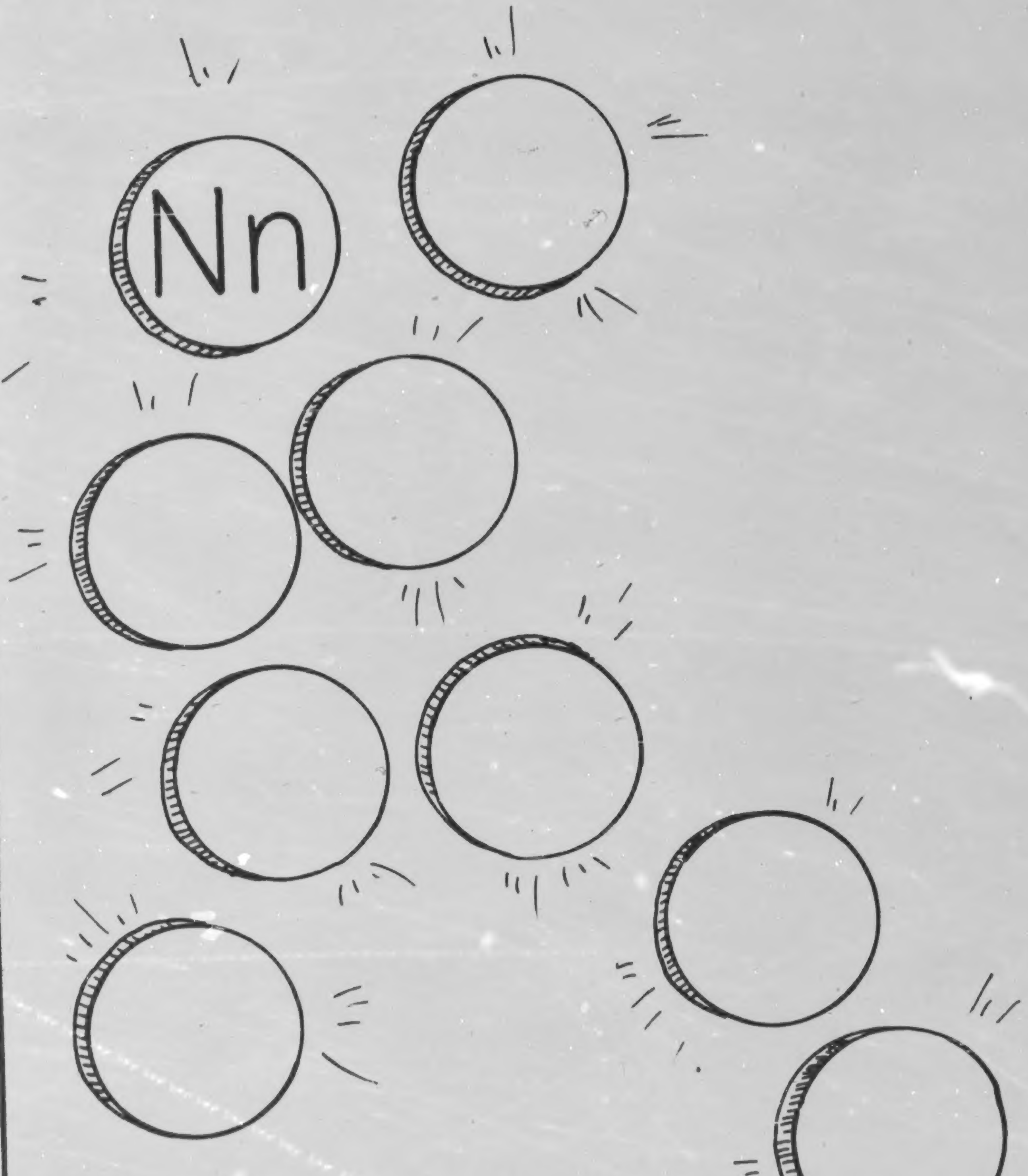

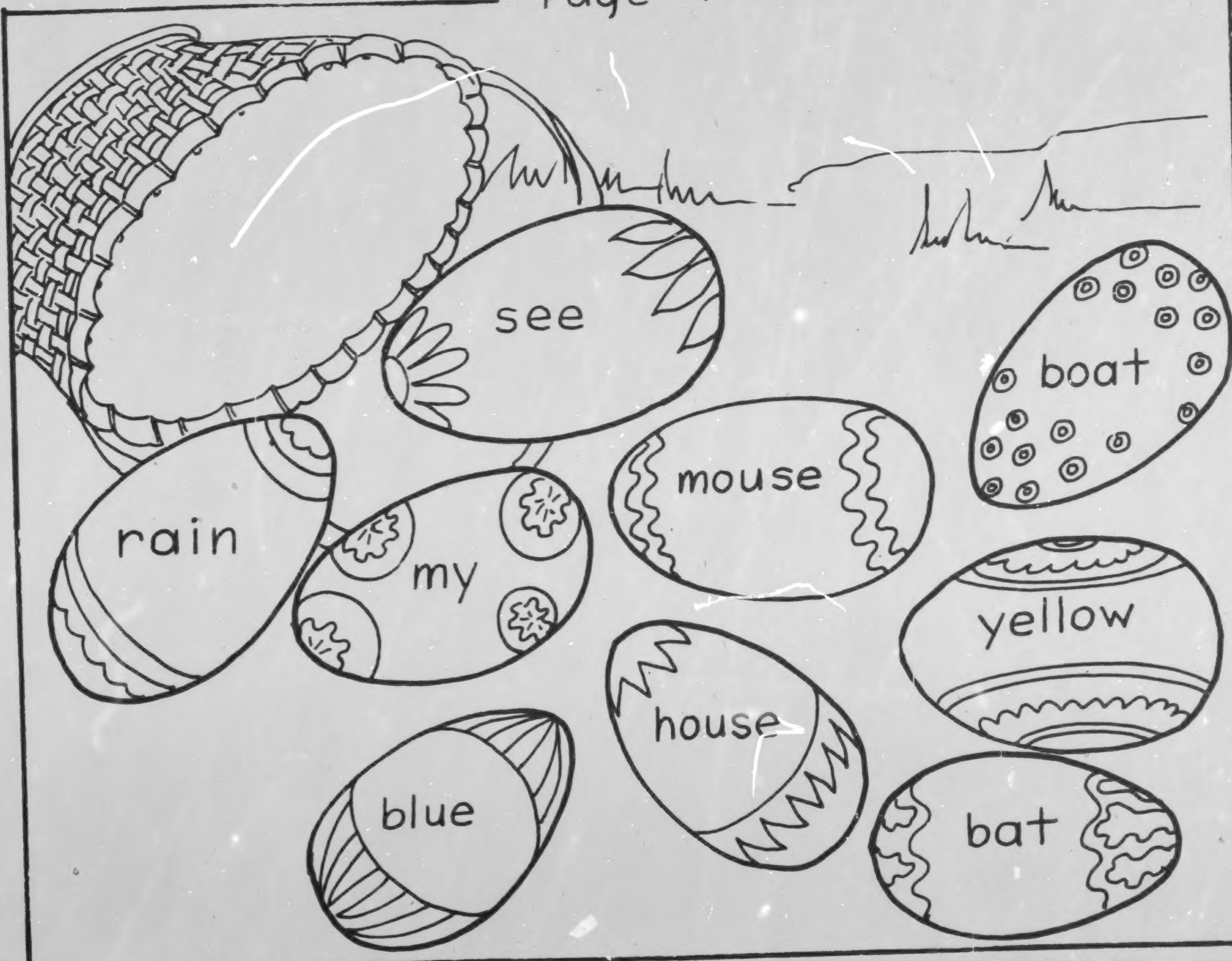
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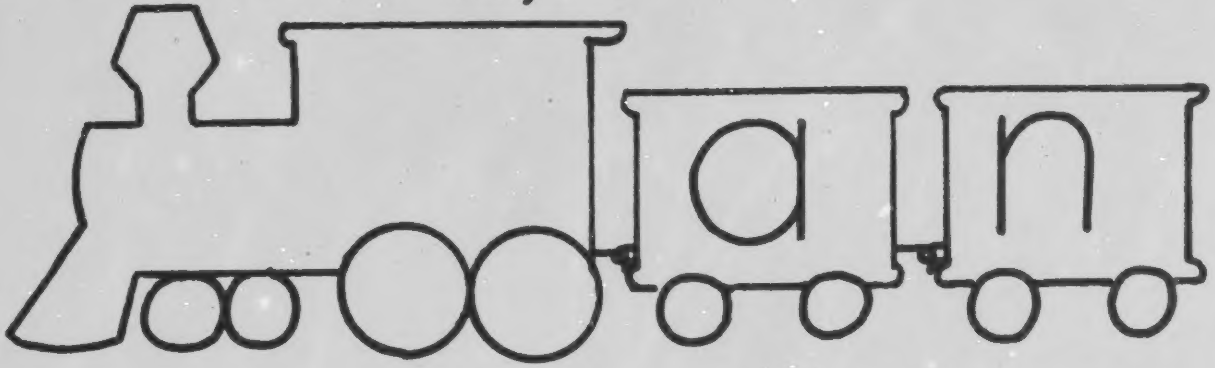

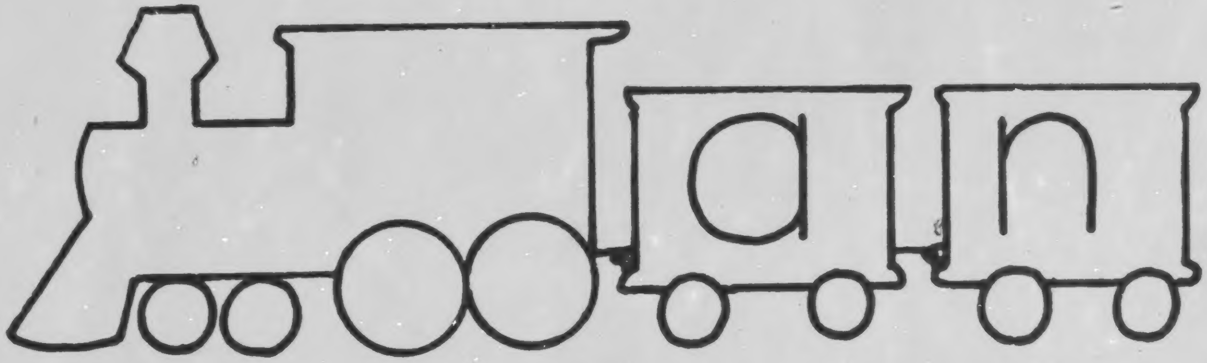

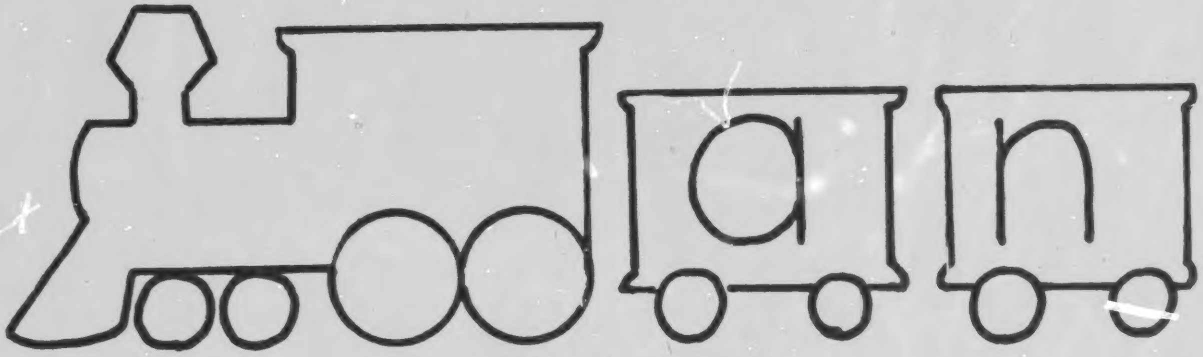

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LESSON SIXTY-SIX

Instructions

This lesson introduces a new family of words - the am family. There aren't as many words in this family as in the word-families your child has met before. For this reason, some nonsense words have been included in the games. These will give him extra practice with the am sound.

Materials You Will Need

5 worksheets
Magic Marker
Crayon

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Taping

Get on your pretend hat and coat, (child's name). A new family moved in down the street, and we're going to meet them. You'll see their house on your first worksheet. BEEP Does that street look familiar? It's called Alphabet Alley, and we've been here lots of times already. Whose house do you see in the middle of the page? ..(pause).. The letters A and T spell at, and that's the at-family's house. Do you remember the family that lives next door? They have the letters A and N on their house. Can you tell me what family lives there? BEEP Did you say the an-family? Good for you, (child's name). The new neighbors moved in on the other side of the at-family. Their house has the letters A and M on it. What do you suppose the new family is called? ..(pause).. The am family, that's what! Pretend you're a painter now, and with your crayons paint the doors of all the houses. Make the door to the an-house blue. BEEP Make the door to the at-house yellow. BEEP All right, Mr. (or Miss) Painter, you have one can of paint left. It's a can of purple paint. Whose front door will you paint purple? ..(pause).. Did you say the am-family's door? Good for you. Paint it a pretty purple color. BEEP Get worksheet two, now, and we'll see who lives inside the am-house. BEEP

Here are some twins from the am-family. Can you figure out their names? What letter does the boy's name start with? ..(pause).. Did you say S? Good! Make the sound the letter S makes ..(pause).. Did you say ssss? Now put the hissing s sound and the word am together, like this: Ssss .. am, ..(pause).. What name did you get? ..(pause).. Did you say Sam? Good for you, (child's name)! I bet you can guess Sam's twin sister's name, too. What letter does it start with? . . (pause). . If you said P, that was right. What sound does the letter P make? BEEP Did you say puh? Good. Now put puh and am together and what do you get? BEEP Did you figure it out? Did you know Sam's sister's name is Pam? If you did, give yourself a big star. Sam and Pam look just alike. Can you get your magic marker and draw Pam's face so she'll look like Sam? BEEP

Now find worksheet three. Sometimes Sam dreams about funny-looking creatures that come from outer space to visit him. Sam dreams about them so often they seem just like friends. Sam gave them funny names, too, that all rhyme with his name. Can you find Sam's friend named Bam? Say the name and listen to the sound it begins with: Bam. . . (pause). . Color Bam blue. BEEP Now find the creature called Cam and color Cam green. BEEP Find Fam and color him purple. BEEP Do you see a creature called Tam? . . (pause). . Color Tam red. BEEP Now there's just one creature left. What is his name? BEEP If you said Nam, that's right! Good for you, (child's name)! Color Nam any color you like. BEEP

Now get worksheet four. BEEP Sometimes Sam dreams about going fishing with his funny friends from outer space. Some of the fish have an-words in them. Color all the an-fish red. BEEP Do you see the fish that have at-words in them? . . (pause). . Color all the at-fish yellow. BEEP There's just one lonely little am-fish. Can you read the word on the am-fish? BEEP

Did you say ham? If you did, that was very good, (child's name)! Color the am-fish orange. . B E E P. . . .

Look! Sam got something on his line! He caught the fish that says pan. Get your magic marker and draw a line from Sam to the fish that has the word pan on it. . B E E P. . . . Now Fam caught a fish too. He caught the fish that says fat. Draw a line from Fam to the fish that says fat. . B E E P . . . Now Cam has a bite! He caught the fish that says ham. Draw a line from Cam to the fish that says ham. . B E E P. . . Now Nam's got something! He caught the fish that has the word sat in it. Draw a line from Nam to the sat-fish. . B E E P. . . Another bite! This time it's Tam's turn. He caught the fish that says man. . Draw a line from Tam to the fish that says man. . B E E P. . . Oh dear! One of Sam's friends still hasn't caught anything. What's his name?. . (Pause). . If you said Bam, you were right. Wait! I think he got something! He caught the fish that says tan. Draw a line from Bam to tan. . B E E P. . .

Now find worksheet number five. . (Pause). . Sam's friends want to go back to their own planet, but they can't figure out how. Can you do the puzzle so Sam's friends can get home? Just color each puzzle piece the color it tells you to. . B E E P. . . There! Do you know what you've made?. . B E E P A rocket! Now Sam's friends can blast off for home. Time for the countdown! Count with me - ten, nine, eight, seven, six, five, four, three, two, one - BLAST OFF! And that's all until next time. . B E E P. . .

R-34

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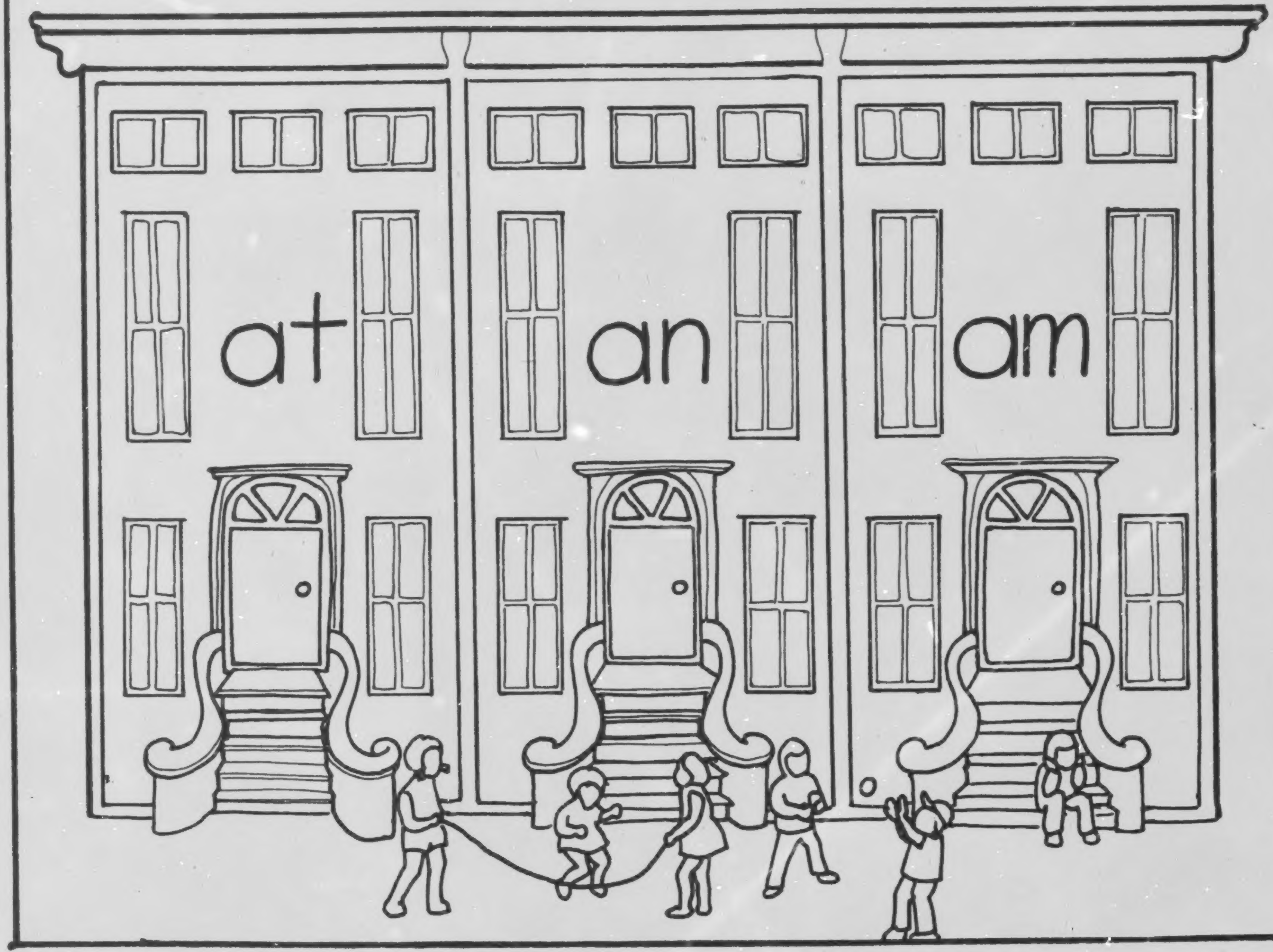

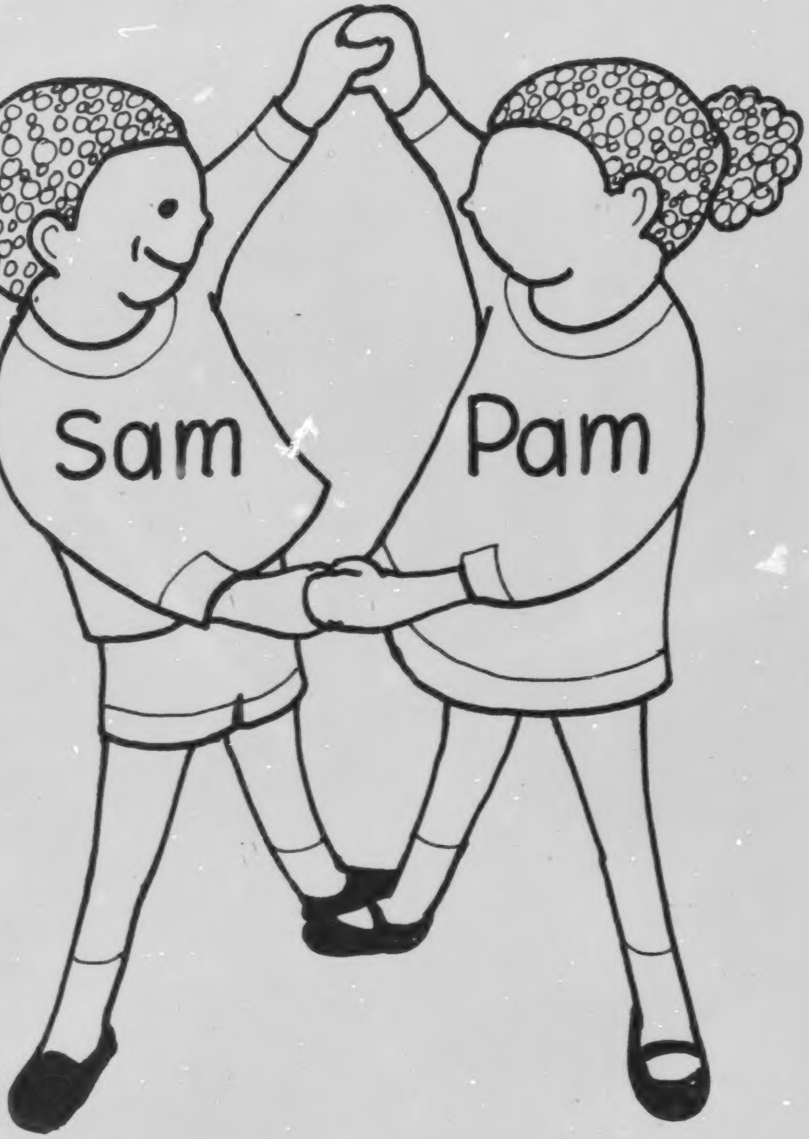
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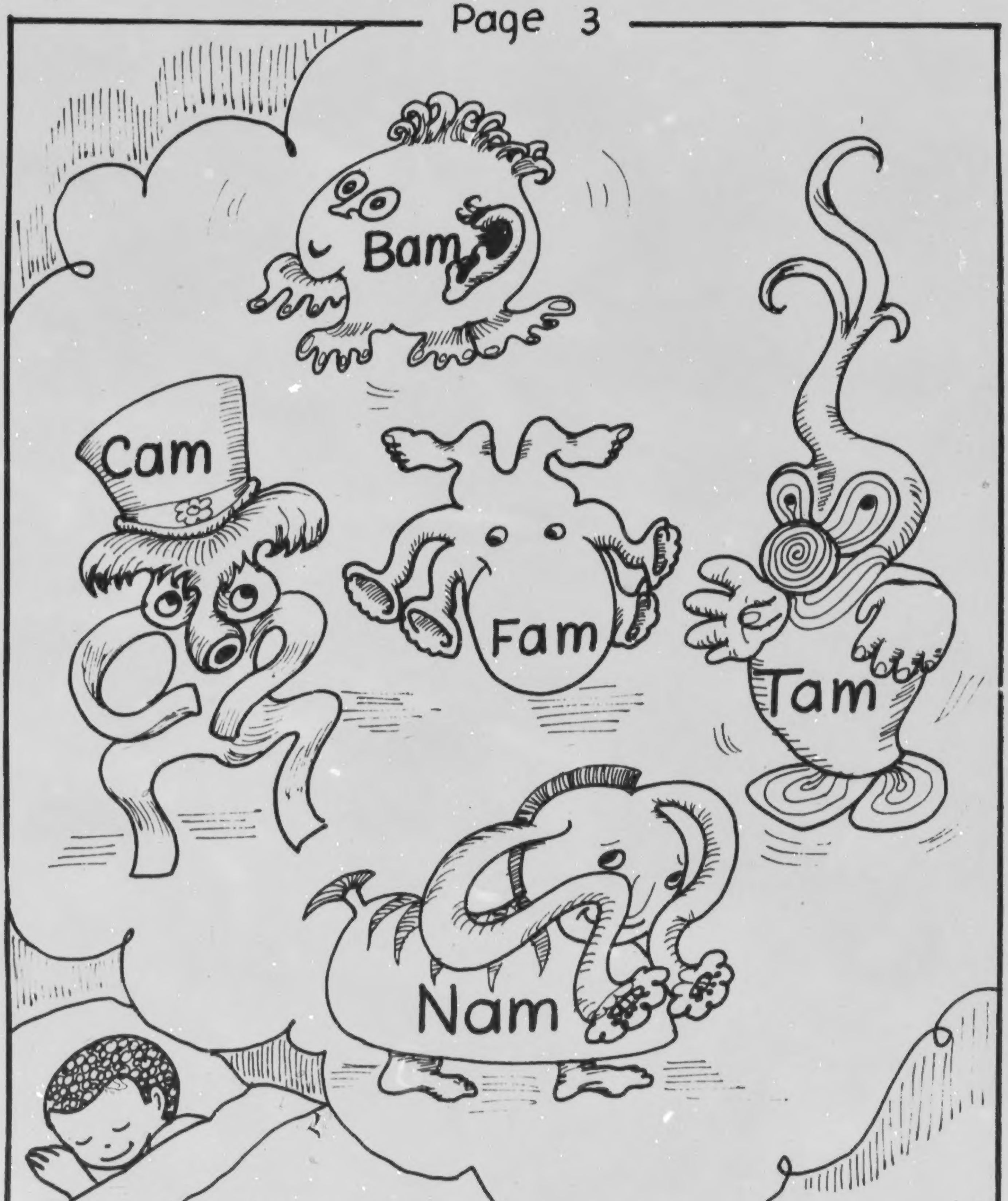
Pam

R-34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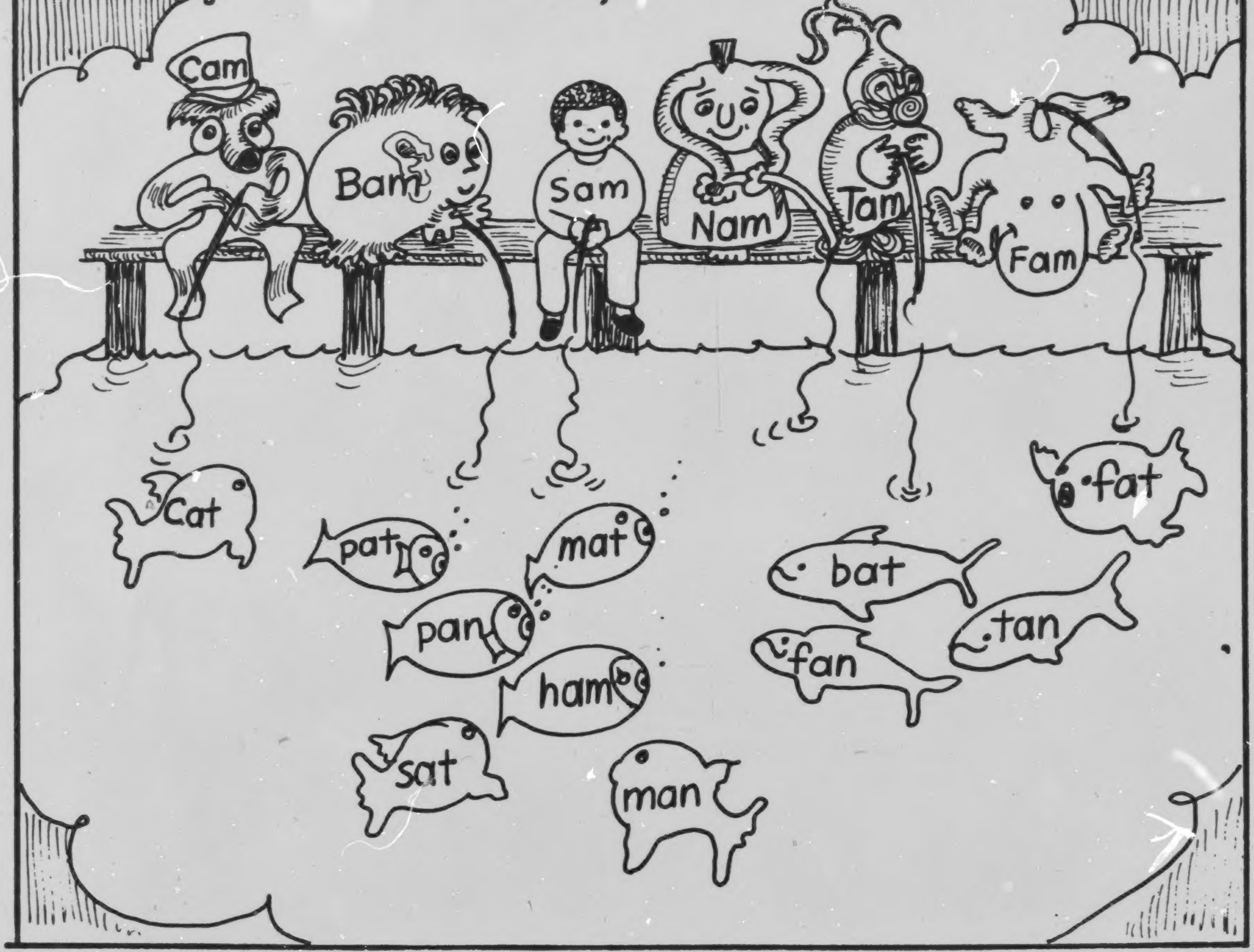
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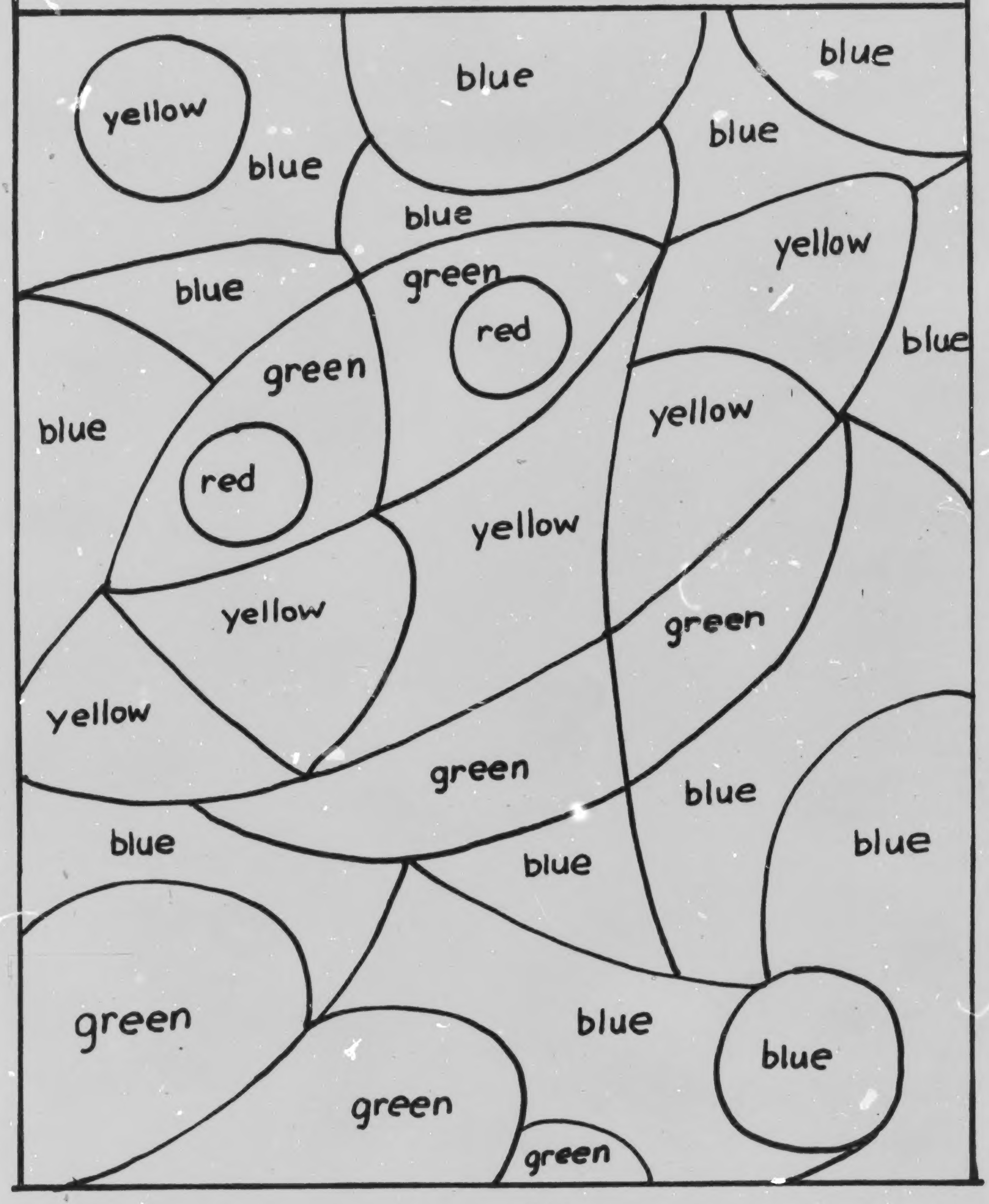
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LESSON SIXTY-SEVEN

Instructions

In this lesson your child will review the three word families - at, an, and am. It's very important that he learn to tell these word endings apart, so be sure to check his work when he is through. If you see he's having trouble, let him review some of the earlier lessons where the three word families appear.

The last game in today's lesson is fun for one child to play, but two or three can play it as well. Your child may need help putting the two parts of the game together, so plan to be nearby in case he calls.

Materials You Will Need

5 worksheets
Cut-out page
One metal fastener
Crayons
Scissors
Magic marker

Taping

What kind of a day is it today, (child's name)? Is it hot or cold? ..(Pause).. Is it rainy or sunny? ..(Pause).. Is it the kind of day you like to go outside and play? ..(Pause).. On Alphabet Alley it's a hot, sunny day. The two new friends you met last time can't wait to go out. Can you guess what they want to do outside? ..(Pause).. Look at your first worksheet and see if you can read what they are saying. BEEP

There's Sam. What is he saying? BEEP Did you read what Sam said? He said, "I like bats. Can I bat?" If you knew that, good

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for you, (child's name). You're reading like a real whiz! Now see what Pam is saying. BEEP Did you know that Pam is saying, "I like boats. Can I be in a boat?" If you got that right too, give yourself a great big star at the top of the page. Now turn to page two. BEEP

Those children really look as if they're having fun. Don't you wish you could join them? . . (Pause). . The an-children like to dress alike sometimes, so today they're all wearing red shirts. Find all the children whose names end in an and color their shirts red. BEEP Now how many children do you see whose names are at-words? There's Pat and Fat. Who else do you see? BEEP Did you see Hat and Mat? Good. The at-children look alike today, too, so color all the at-children's shirts blue. BEEP When the am-children saw their friends all dressed alike, they decided to wear green. Color all the am-children's shirts green. BEEP

Now find page three. Look at all those fire engines! Who do you see in fire engine number one? Read me the names. BEEP If you said Pat and Pam you were correct. Good for you, (child's name). Draw a fireman's hat on Pat. BEEP Now look at the second fire engine. Who do you see? BEEP Mat and Man, very good. This time give Man the fireman's hat. BEEP Now look in fire engine number three. Who's riding in that one? BEEP If you said Hat and Ham, you were right again. Give a balloon to Ham. BEEP Who's in fire engine number four? BEEP If you said Fan and Fat, that was very good.

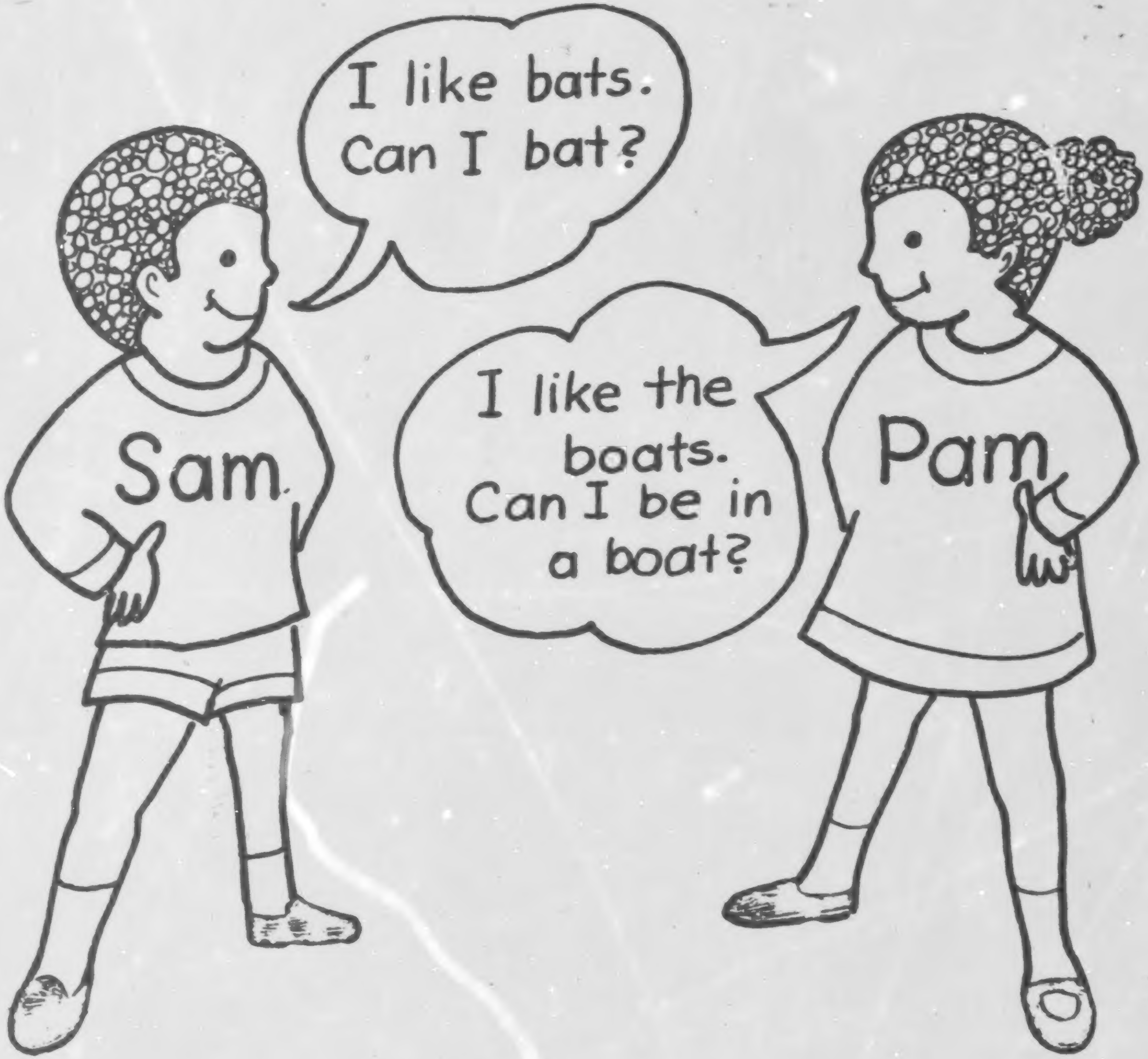
Color Fat's shirt any color you like. BEEP Now look at engine number five and tell me who's inside. BEEP Did you say Sam and Sat? If you did, you were right. Make dots on Sam's shirt. BEEP

See-saw, Marjory Daw! Do you like to see-saw? ..(Pause).. So do all the at and am and an-children. They don't have their names on them this time, just their initials. Can you write in the rest of their names? You can tell what they are because they're written on the see-saws. Look at the see-saw that says am. ..(Pause).. Both the children on the am see-saw have names that end with am. Can you fill in the rest of the am-children's names? BEEP Now read me the names you just wrote. BEEP Did you say Sam and Ham? If you did, you were 100% correct. Now finish the an-children's names. BEEP What two names did you write? BEEP I hope you said Pan and Man, because that's absolutely right, too. Good for you, (child's name). Now what about the last see-saw? What two letters do you need to fill in to write those children's names? BEEP A and T, good. Fill in the rest of the at-children's names. BEEP Now tell me their names. BEEP If you said Bat and Fat you were right again. Good work, (child's name). Now I have a spinning game for you to play, so get the cut-out page and cut out the circle. BEEP

Now get worksheet number five. BEEP The circle that you cut out will go on top of page five. Match it up with the circle on the worksheet. Fasten the two pages together in the middle with the metal fastener I put in your folder. If you have any trouble making the game, call me and I will come help you . . B E E P . . .

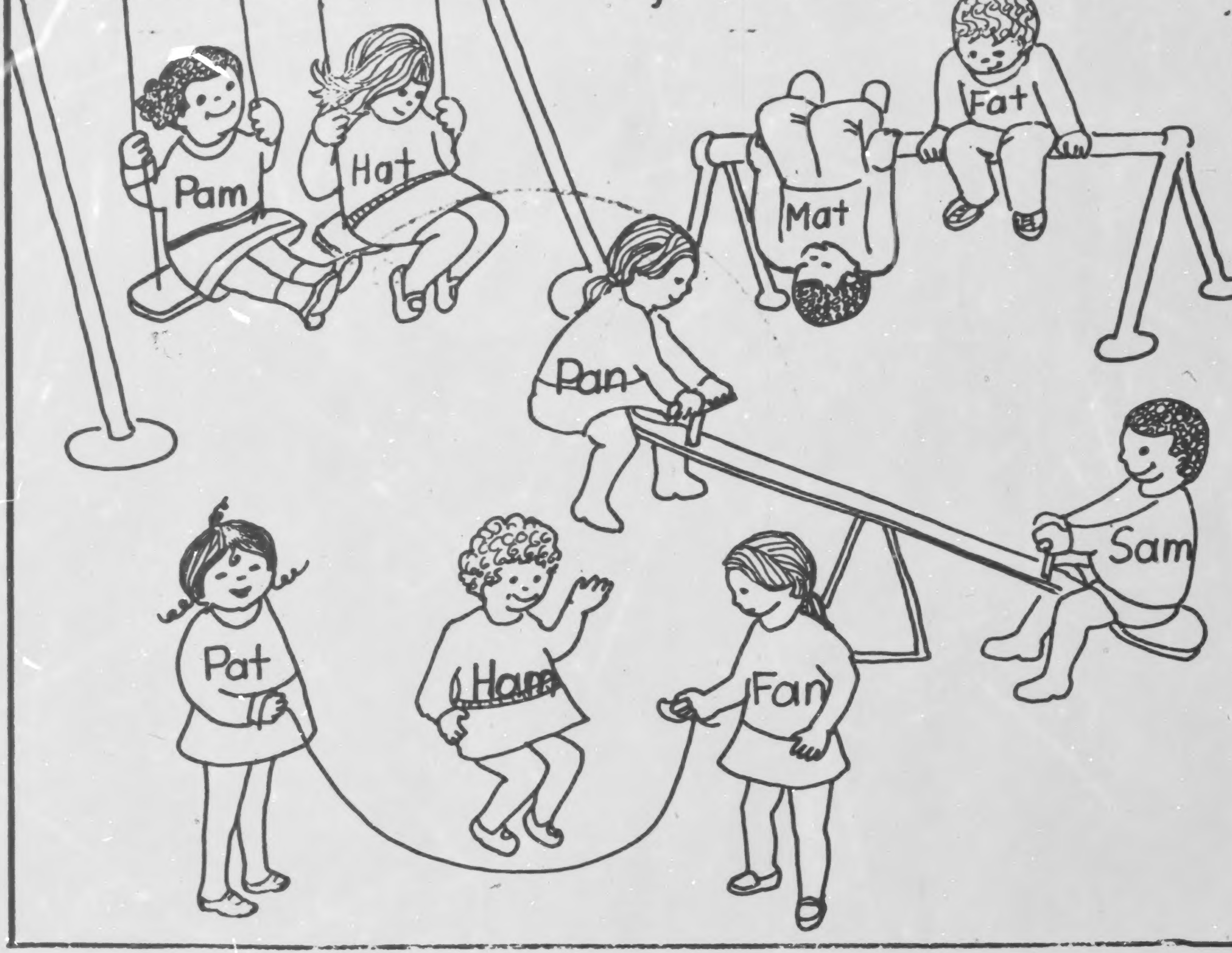
Here's how you play your merry-go-round game. Turn the circle so the letters are right next to the little cars. . (Pause). . Now see how many words you can find without moving the circle. . . B E E P . . . Now turn the wheel again and read the new words you see. . . B E E P . . . Keep turning the wheel until you have read as many words as you can. . B E E P . . .

I'd like to see you play your merry-go-round game, so come and show me how well you can play it. . B E E P . . .


I like bats.
Can I bat?
Sam
I like the boats. Can I be in a boat?
Pam

R-35

Page 2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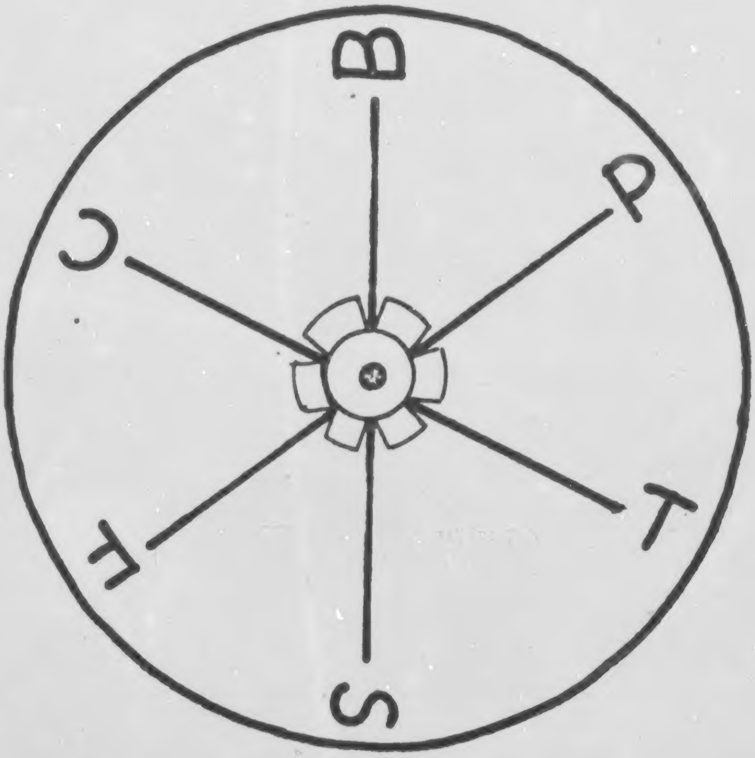
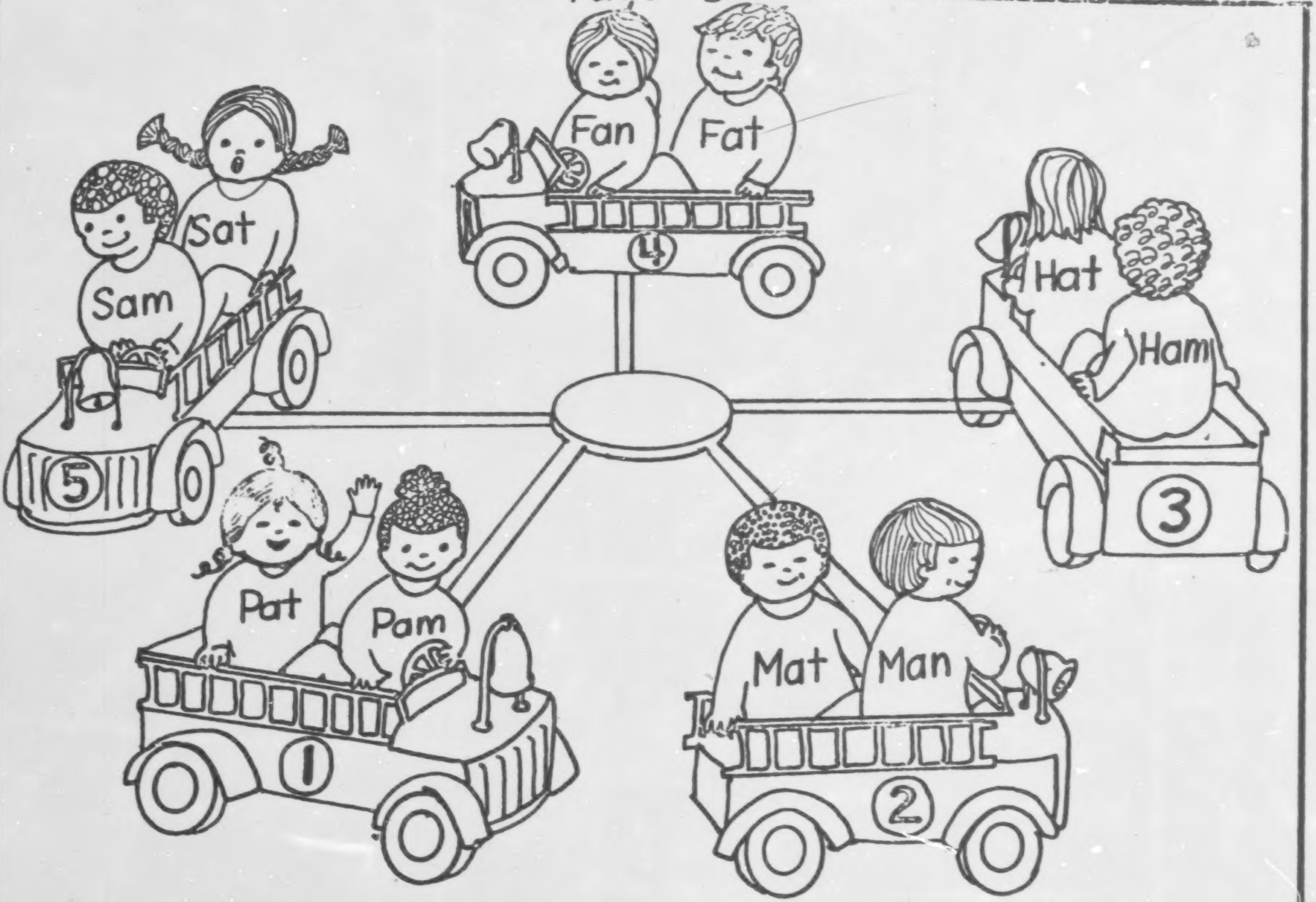
Cut-out Page

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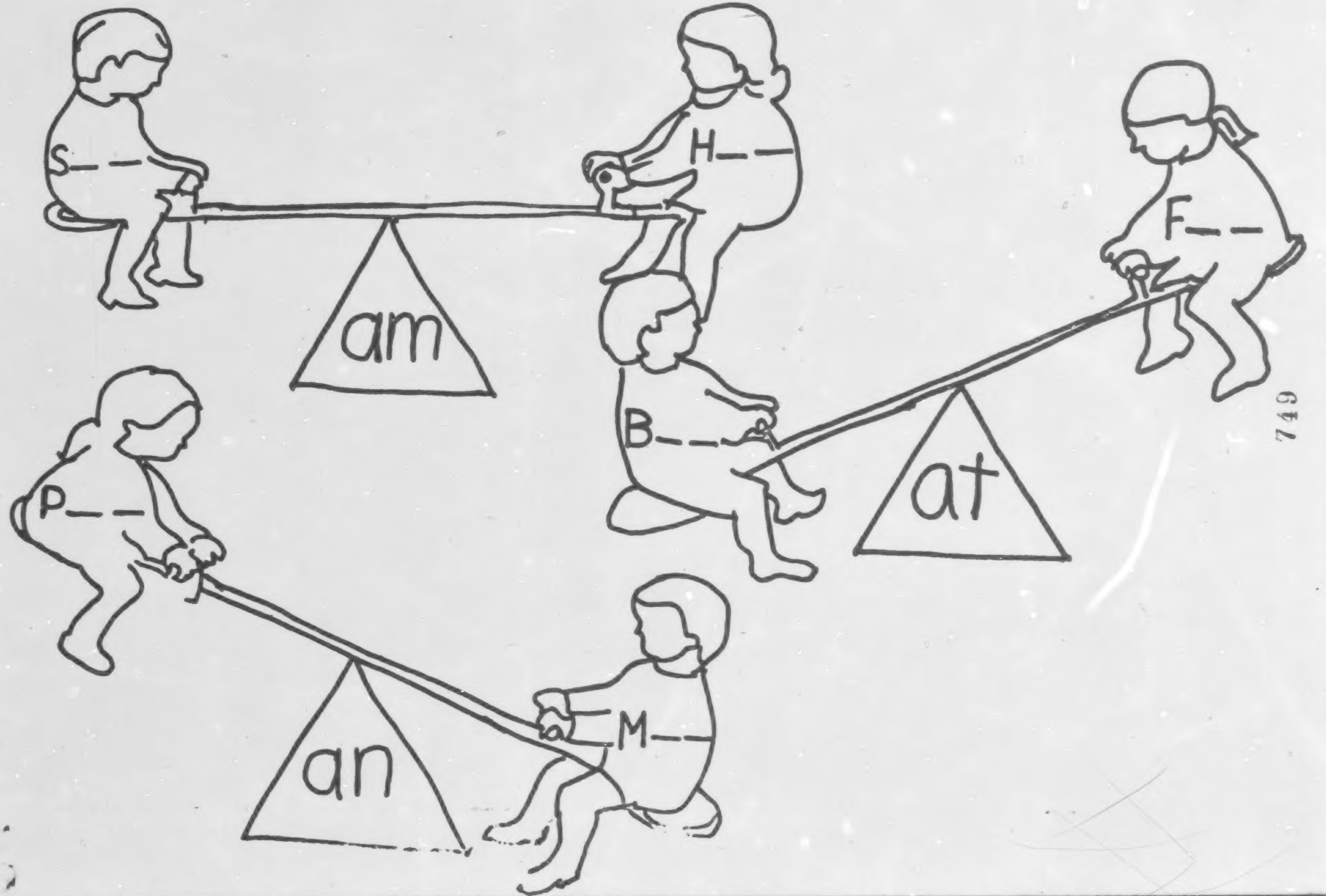
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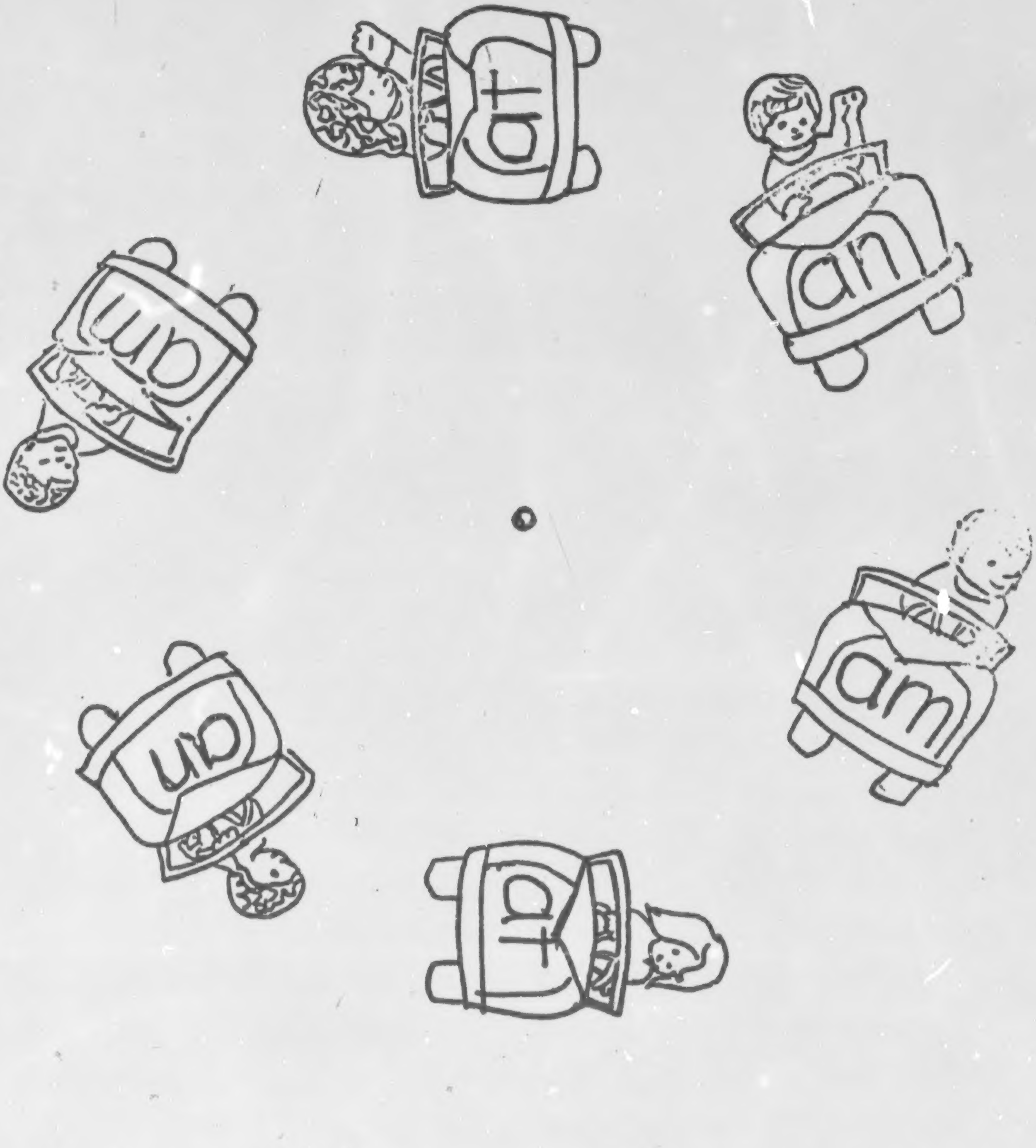
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R-36

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LESSON SIXTY-EIGHT

Instructions

In this lesson your child will meet the letter D. Many children have trouble telling lower case d's from b's, so several games are included to help your child learn the difference. Make sure you check his work to see if he can tell the two letters apart. He will get still more practice in the next lesson.

To get worksheet number four ready, cut out the square on the cut-out page. Put the metal fastener through the little circle on the dinosaur's stomach. Then put the cut-out squares on the metal fastener and fold the ends of the fastener down. Now your child can see the strange D-things in Dolly the Dinosaur's tummy. Be sure to save this worksheet, as it will be used again in the next lesson.

Materials You Will Need

5 worksheets
Cut-out page
Crayons
Scissors
Magic marker
Metal fastener

TAPING

Are you ready for your lesson for today, (child's name)? Today you're going to meet a new alphabet letter. It's called a D. Listen and see if you can tell what sound the letter D makes.

Diddle, diddle, Di, Do, Dum,
Dolly the Dinosaur's going to come.
Dolly's a darling, Dolly's a dear,
Dolly the Dinosaur's coming here!

Can you tell what sound the letter D makes?.. (Pause).. It says duh, duh, duh, like in Dolly and in Dinosaur. Let's hear you make the sound the letter D makes: duh, duh, duh....(Pause).. Come on, (child's name). You can say it louder than that: duh, duh, duh

.... (Pause).. That's much better. Now see if you can see the poem after me and listen to all the *duh*-sounds as you say it. Dolly's a darling, (Long pause)..Dolly's a dear.. (Long pause)... Dolly the Dinosaur's coming here. B E E P Very good, (child's name). And do you know what? Dolly the Dinosaur really is here! You'll find her on page one. B E E P Why don't you color Dolly the Dinosaur. Make her any color you like. B E E P You did a fine job with Dolly the Dinosaur. Do you see the dotted lines? Get your scissors and cut along the dotted lines. When you're through, you'll have a puzzle. B E E P Did you cut all the pieces?..(Pause)..Mix them up. B E E P Now see if you can put them together again. B E E P Did you get Dolly the Dinosaur back together? Good for you! After the lesson maybe you can find someone else in your family who'd like to work your puzzle.

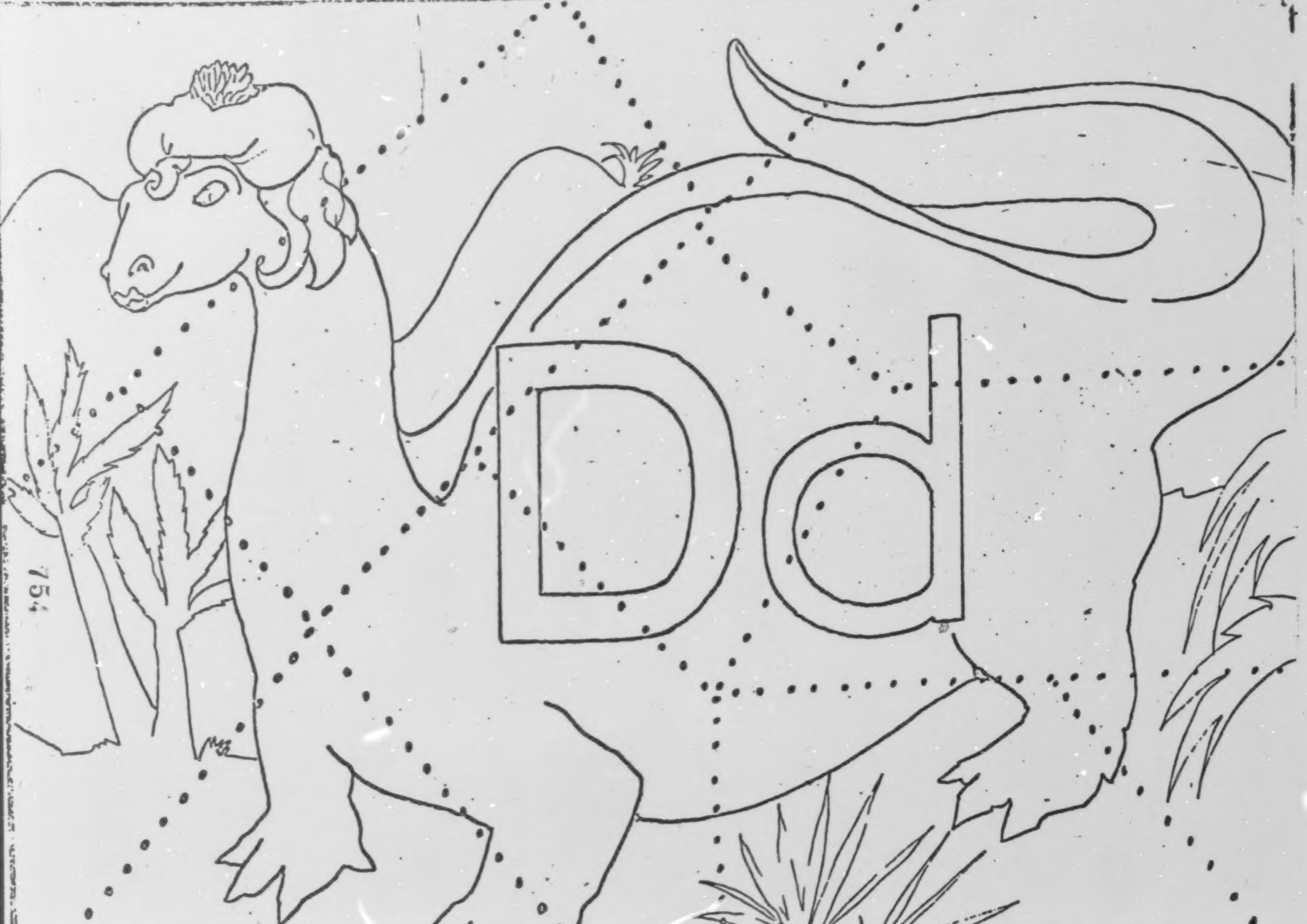
Now get worksheet number two. Did you know that dinosaurs laid eggs?..(Pause)..These are all dinosaur eggs. Imagine what would happen if a bird tried to hatch them! Wouldn't that bird be surprised? You'd better finish the D's on all those eggs so everyone will *know* they're dinosaur eggs. B E E P

Dolly is a darling, but she has a *huge* tummy to fill. She eats and eats all day long. Find worksheet number three and you'll see one of Dolly's favorite foods. . .(Pause)..It's doughnuts! Dolly doesn't want to eat somebody else's doughnuts, though. She wants to make sure all those doughnuts are hers. I drew a line on one doughnut to make a D for Dolly. Put your finger on the line I drew ...(Pause).. Can you draw a line next to all the other donuts so they'll look like D's? Make sure you put the line on the *right* side of the donut, like I did. B E E P That's a good job, (child's name).

You're a very good D - donut maker!

Now find worksheet number four. B E E P There's Dolly, again! Dolly was so hungry she ate up everything in sight. Look at all the things in Dolly's tummy. They all begin with the sound duh that the letter D makes. Can you tell me what they are? B E E P What did Dolly eat? Did you say a drum? A door? A desk? A dress? Doughnuts? and Dimes? Don't those d-things sound delicious? They did to Dolly!

Now find worksheet number 5. B E E P It's a juggler, and look at all those balls he's tossing in the air. Your job is to find the ball with the right word and color it the way I tell you. Turn the page all around to read the words. Be sure to look carefully before you color so you won't mix up the an, at, and am words. Ready? Color the ball that says fan red. B E E P Color the ball that says fat blue. B E E P Color the hat ball green. B E E P Color pat brown. B E E P Color sat orange. B E E P Color Sam purple. B E E P Color ham black. B E E P Color pan yellow. B E E P You're a very hard worker, (child's name), and you did a very good job today. B E E P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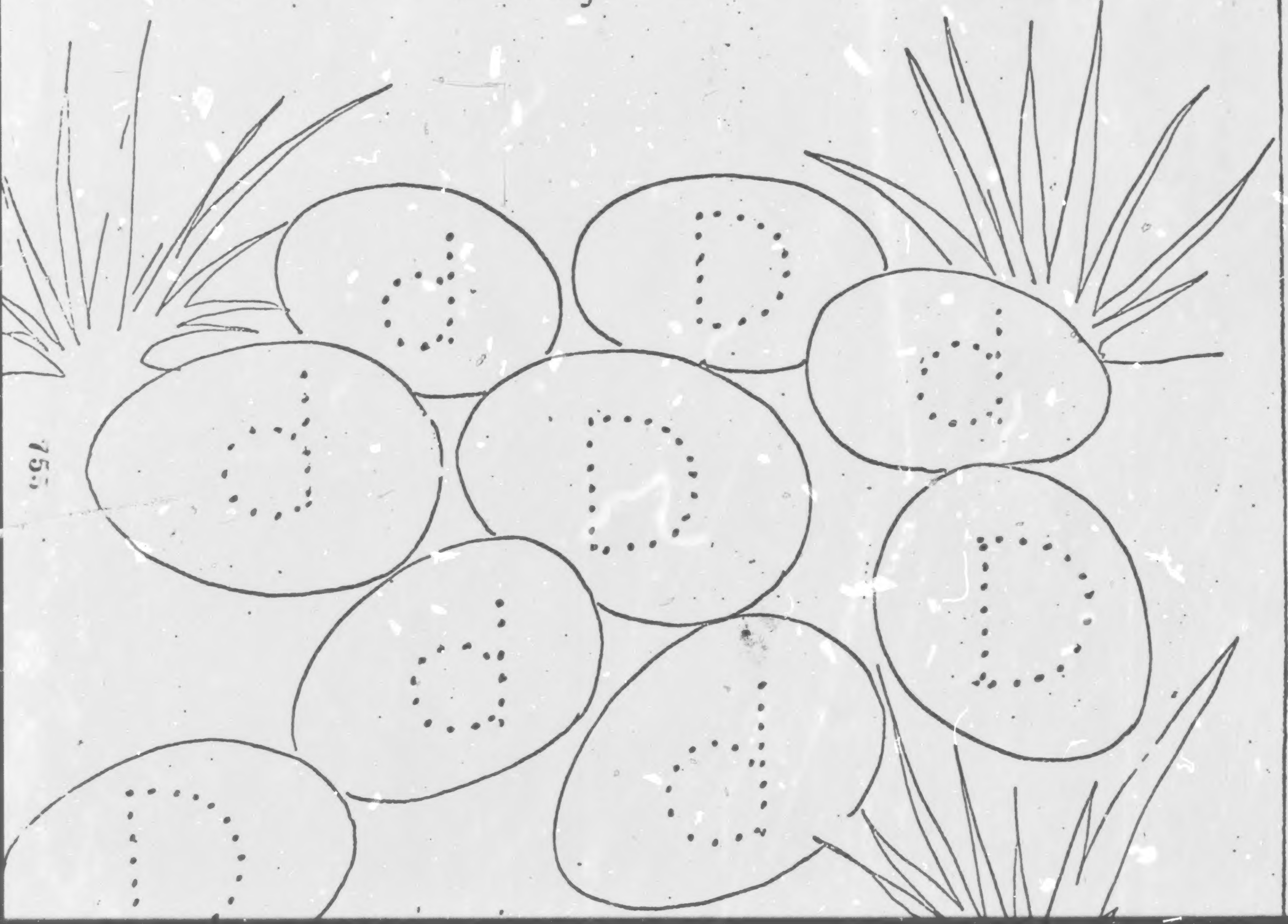
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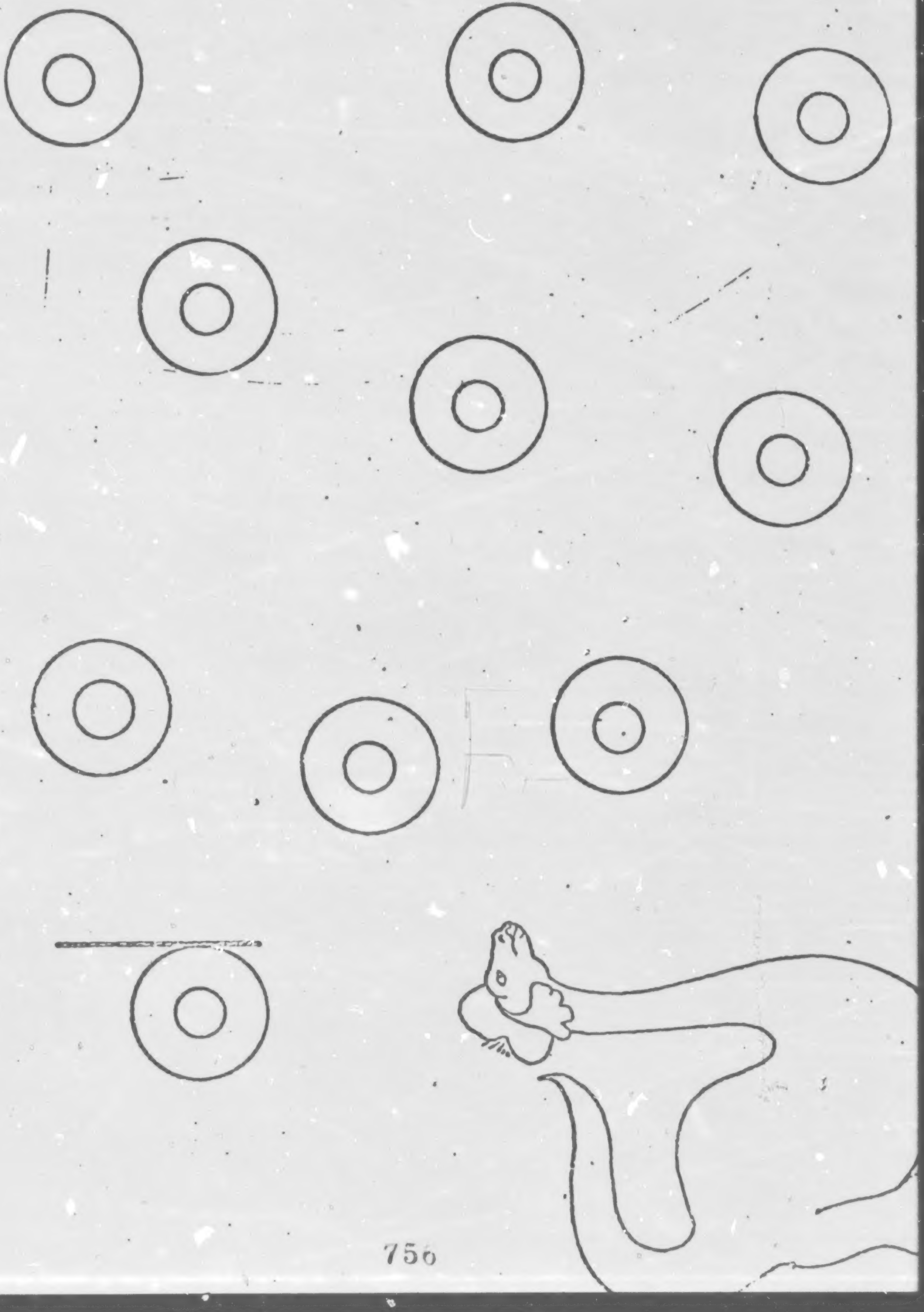

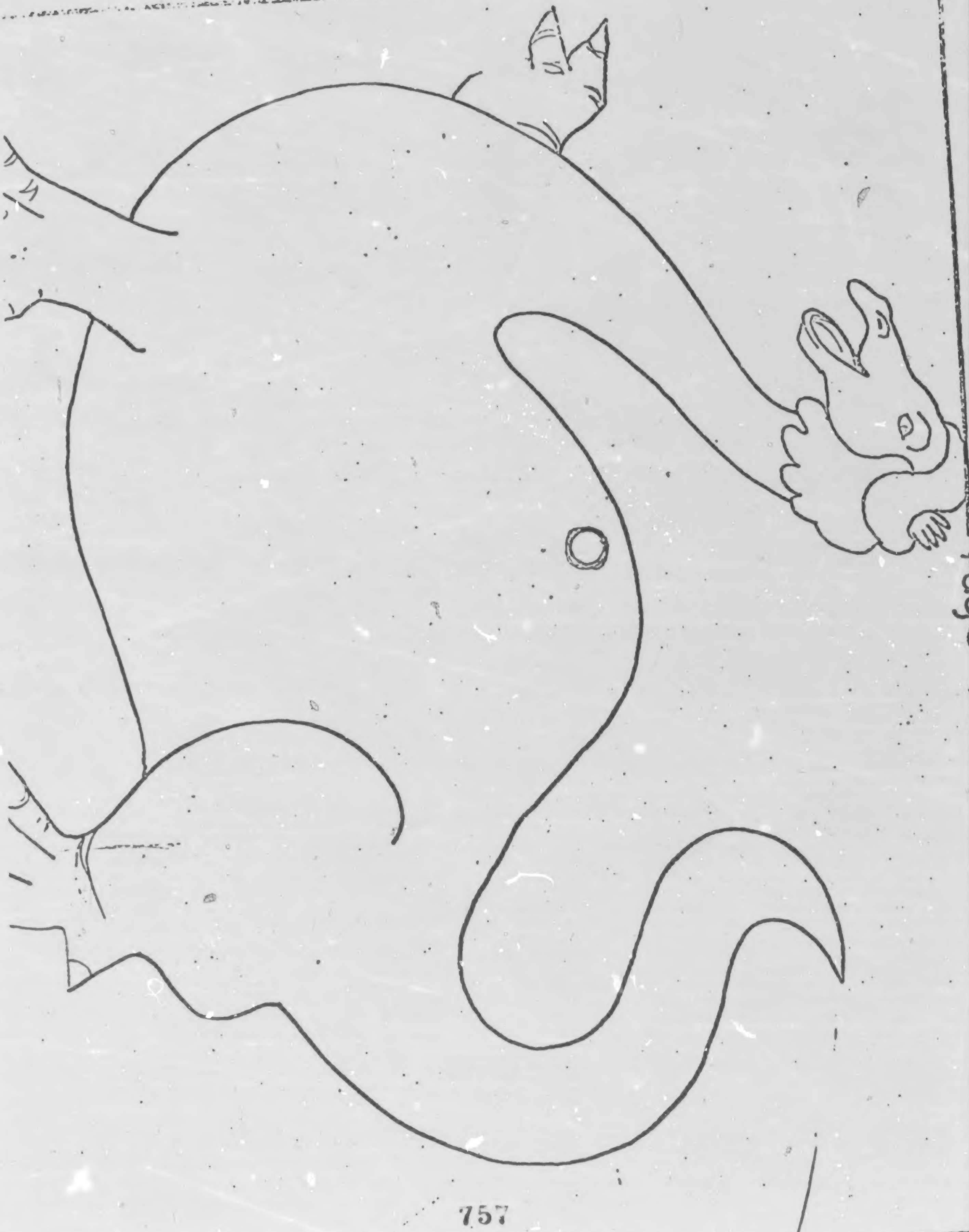

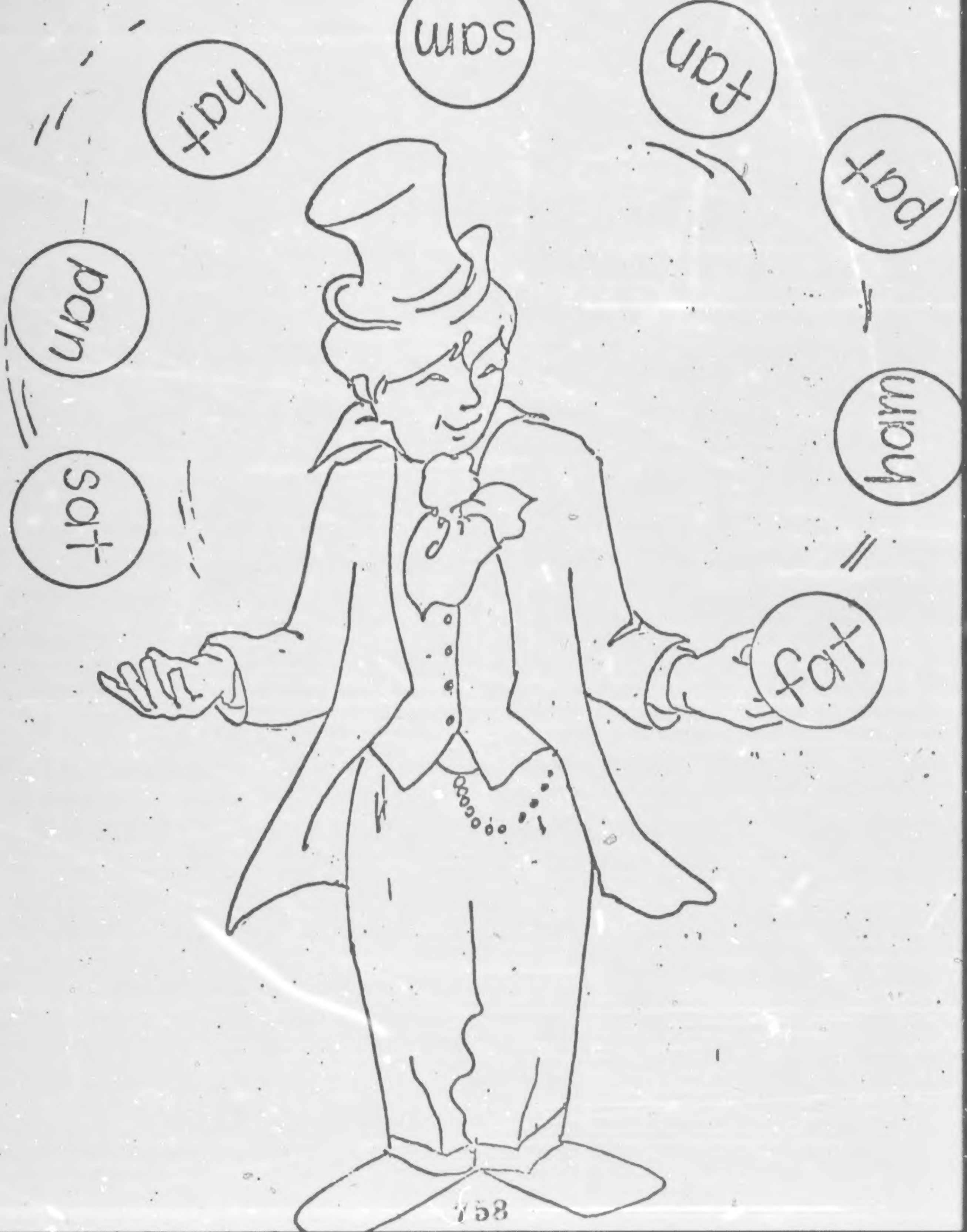
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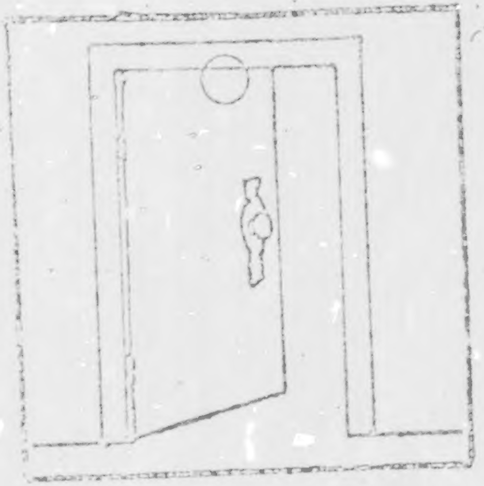

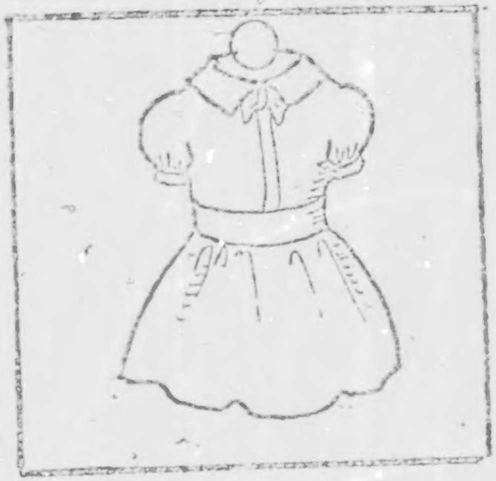

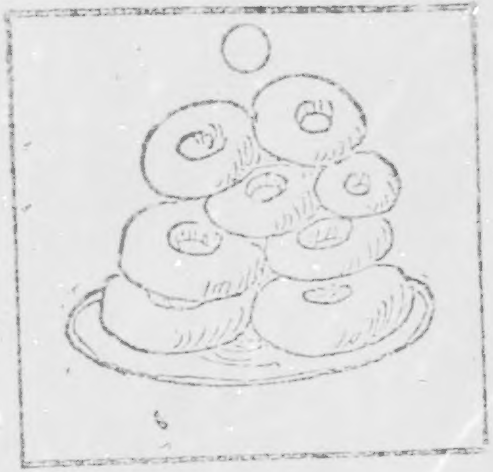

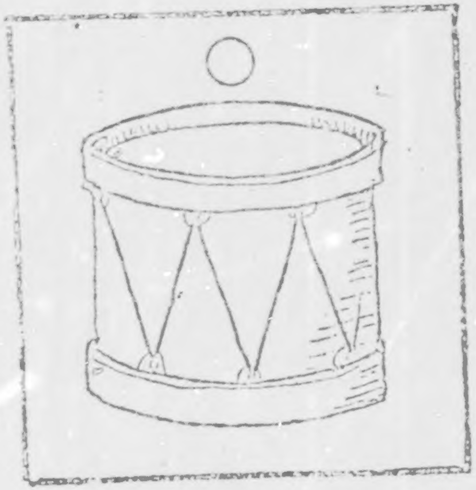

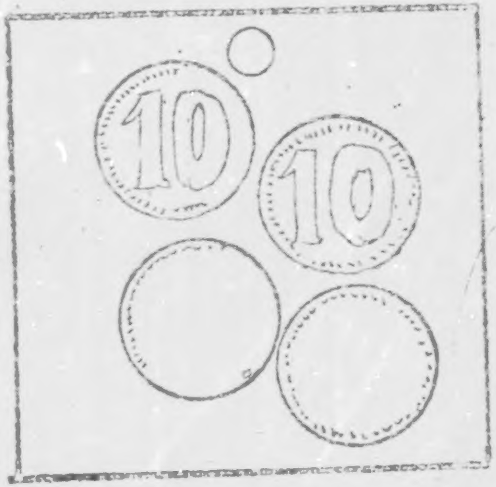
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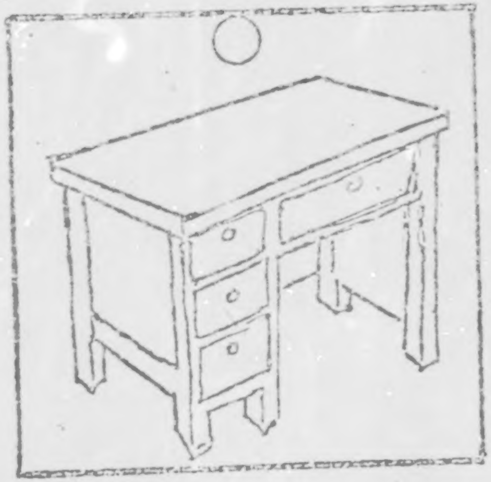

LESSON SIXTY-NINE

Instructions

This lesson reviews the letter D and the sound it makes. Your child will need the Dolly the Dinosaur worksheet from the last lesson, so put it in his folder between worksheets 2 and 3. The last game in this lesson is a refrigerator game. To get it ready, cut apart the pictures on cut-out page A, and put them in a small envelope in the folder. Then cut out the pictures of the refrigerator drawers on Cut-out page B. Tape the drawers to worksheet five along the dotted lines. Be sure to tape only three sides of each drawer, so there will be an opening for your child to put the food pictures in.

Materials You Will Need

Magic marker
Tape or paste
Crayons
4 worksheets
Dolly the Dinosaur from lesson 36
2 Cut-out pages A and B

Taping

Duh-dum, duh-dum, duh-dum, dum, dum! Duh-dum, duh-dum, duh-dum, dum, dum! What's that I hear, (child's name)? . . (Pause). . It sound like a drum. I think there's a parade coming. Get your first worksheet and see. BEEP Look at the drummers! The D-drummer is going one way. Put your finger on him. . . (Pause). . He looks like the letter D, doesn't he? . . (Pause). . The B-drummer is going the other way. Put your finger on him! . . (Pause). He looks like the letter B. There are more B-drummers and D-drummers, but they don't know which way to carry their drums. Can you put the drums where they

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belong? The D-drummers carry their drums on the left and they look like the lower-case letter D. The B drummers carry their drums on the right like the letter B. Give the rest of the drummers their drums. BEEP Very good (child's name). Now write a lower-case letter B on all the B-drums. BEEP Write a lower-case letter D on the D-drums. BEEP Very good! Now get worksheet number 2. BEEP There's Dippy, the Dragonfly. He's looking for a flower to land on, but he only likes daisies. Help him find the daisies. They're the flowers with D's on them. Color the D flowers yellow. Be sure to look at the letters carefully to make sure you only color D flowers. BEEP Good work, (child's name). Now Dippy can find his daisies.

Now let's play another game with Dolly the Dinosaur. Can you find her? BEEP Look at the D-things in Dolly's tummy and tell me what they are. BEEP Did you say a drum? A door? A desk? A dress? Donuts? and Dimes? Good for you. Now tear off the pictures one at a time and spread them on the floor. BEEP This is going to be a rhyming game and here's how you play it. I'll say a poem. When I stop, you pick out the D-word that rhymes and tell me what it is. Ready? Listen. (Read slowly)

Dolly chews and chews some more
When she eats a cruncy _______ BEEP

A crunchy what? What d-word rhymes with more? . . (Pause). . If you said door, that was very good. Write a D on the picture of the door. BEEP Now here's another rhyme.

Dolly always says "Yum, yum,"

When she finds a crispy _______ BEEP

What D-word rhymes with yum? Did you say drum? Good! Write a D on the drum. BEEP Listen to the next one.

Dolly thinks that any time

Is good for snacking on a _______ BEEP

Did you say a dime? Good for you, (child's name). Write a D on the picture of a dime. Now here's the last one.

Dolly answers, "Thank you, yes,"

When she's offered a chewy _______. BEEP

Did you say dress? Good for you! Write a D on the dress. BEEP I hope poor Dolly doesn't get a tummy-ache after all those weird snacks. Now get worksheet three. BEEP

Oooooooooooooh! There's a Dreadful Dragon coming! Where's a safe place to hide from the Dreadful Dragon? Can you help me? Some of the doors are safe places to hide behind because they're D-doors. And the Dreadful Dragon is afraid of D-doors. The D-doors are all guarded by animals whose names begin with duh, the sound the letter D makes. Do you know which animals they are? Say the name of the animals on each door. BEEP Did you say ca., du. dog pig [illegible] deer?

That's right, (child's name). Now take your red crayon and color all the doors with D-animals on them red. BEEP You should have colored three D-doors red. Which doors did you color?

BEEP

Did you color the doors with a dog, a duck and a deer on them? . . (Pause). . If you did, you found all the D-doors that the Dreadful Dragon is afraid of. Thank you, (child's name). I feel much better now.

Now get worksheet number 4. BEEP It's a refrigerator with two drawers on it. Can you read what the top drawer says? BEEP Did you say, "I like"? Good! The drawer that says "I like" is a place to keep things you like to eat. See if you can read what the bottom drawer says. I'll give you a hint. That drawer is for food you do not like. Can you read it? BEEP Did you say, "I do not like"? If you did, that was very good, (child's name). Now look in the envelope in your folder. Take out what's inside. BEEP It's pictures of different kinds of food, isn't it? Spread them out. BEEP Now you can decide which drawer they belong in. Find the picture of the eggs. Do you like eggs? . . (Pause). . If you like eggs, put the picture in the drawer that says "I like". If you don't like eggs, put the picture in the drawer that says, "I do not like." BEEP

Now find the pictures of the celery. Do you like celery? . . (Pause). . If you like celery, put the picture in the drawer that says "I like." If you don't like celery, put the picture in the drawer that says "I do not like." BEEP Now get the picture of the coca-cola. You know what to do, don't you? Put the coca-cola in the right drawer. BEEP Now do the same thing with the picture of the cake. BEEP

Now the picture of lettuce. BEEP Now the picture of spaghetti. BEEP Very good, (child's name). Now I know what you like and what you do not like. And that's all for today! BEEP

R-37

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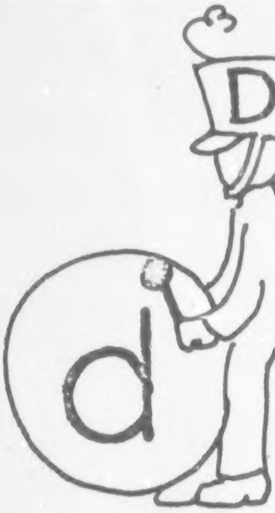

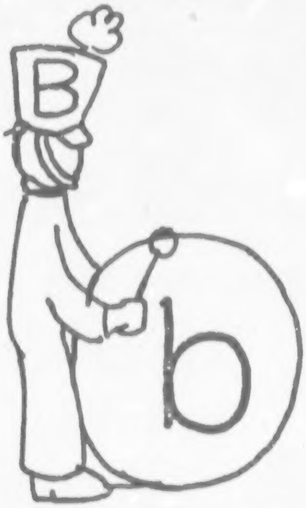

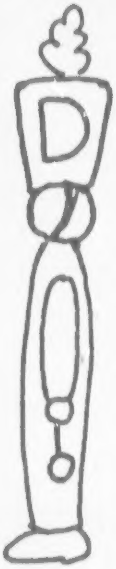

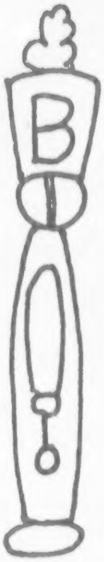

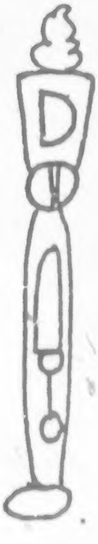

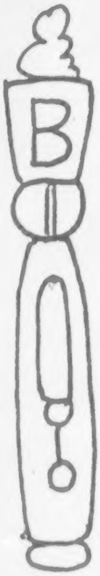

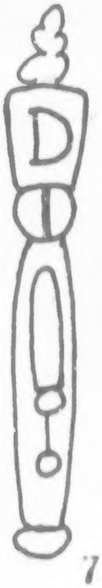

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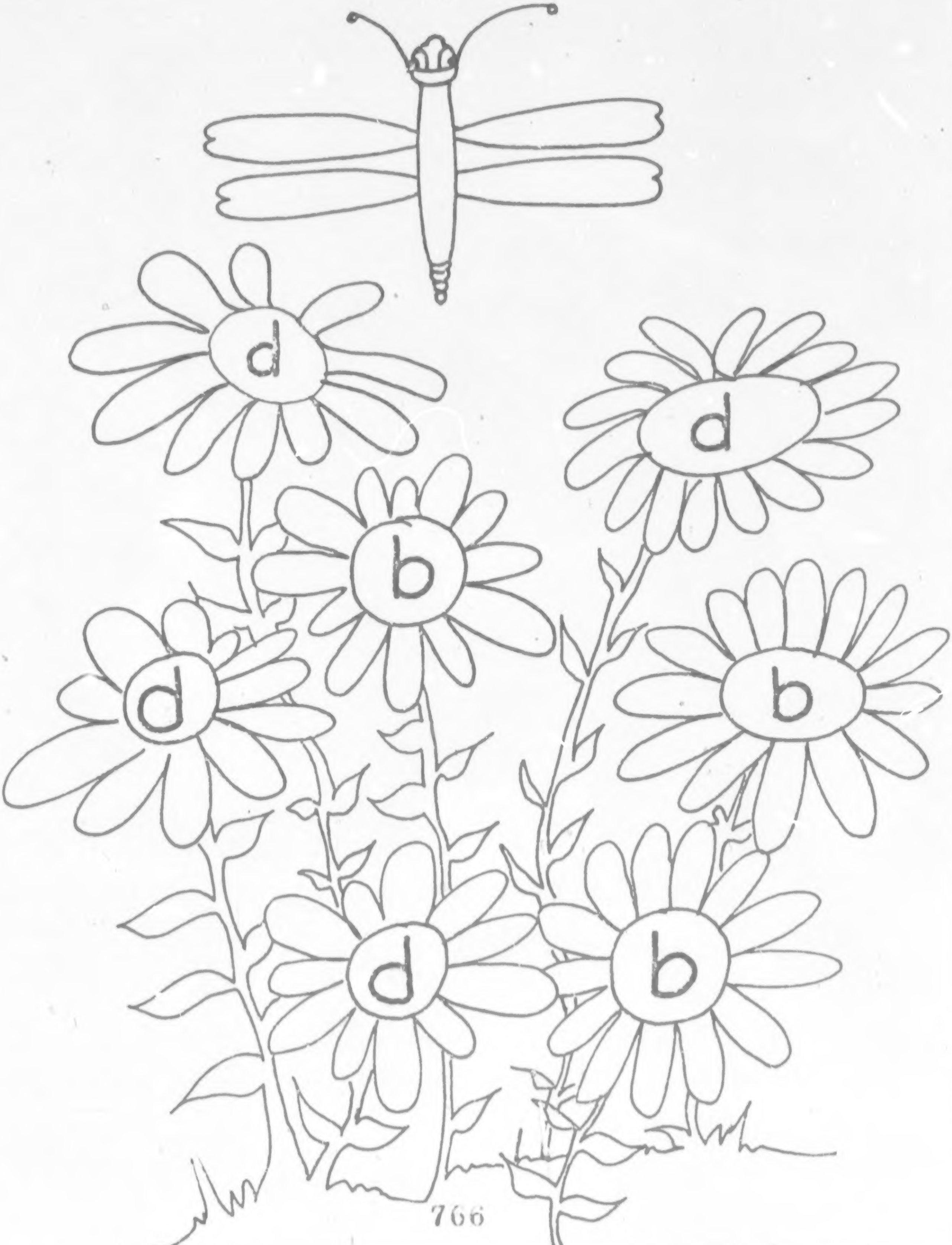

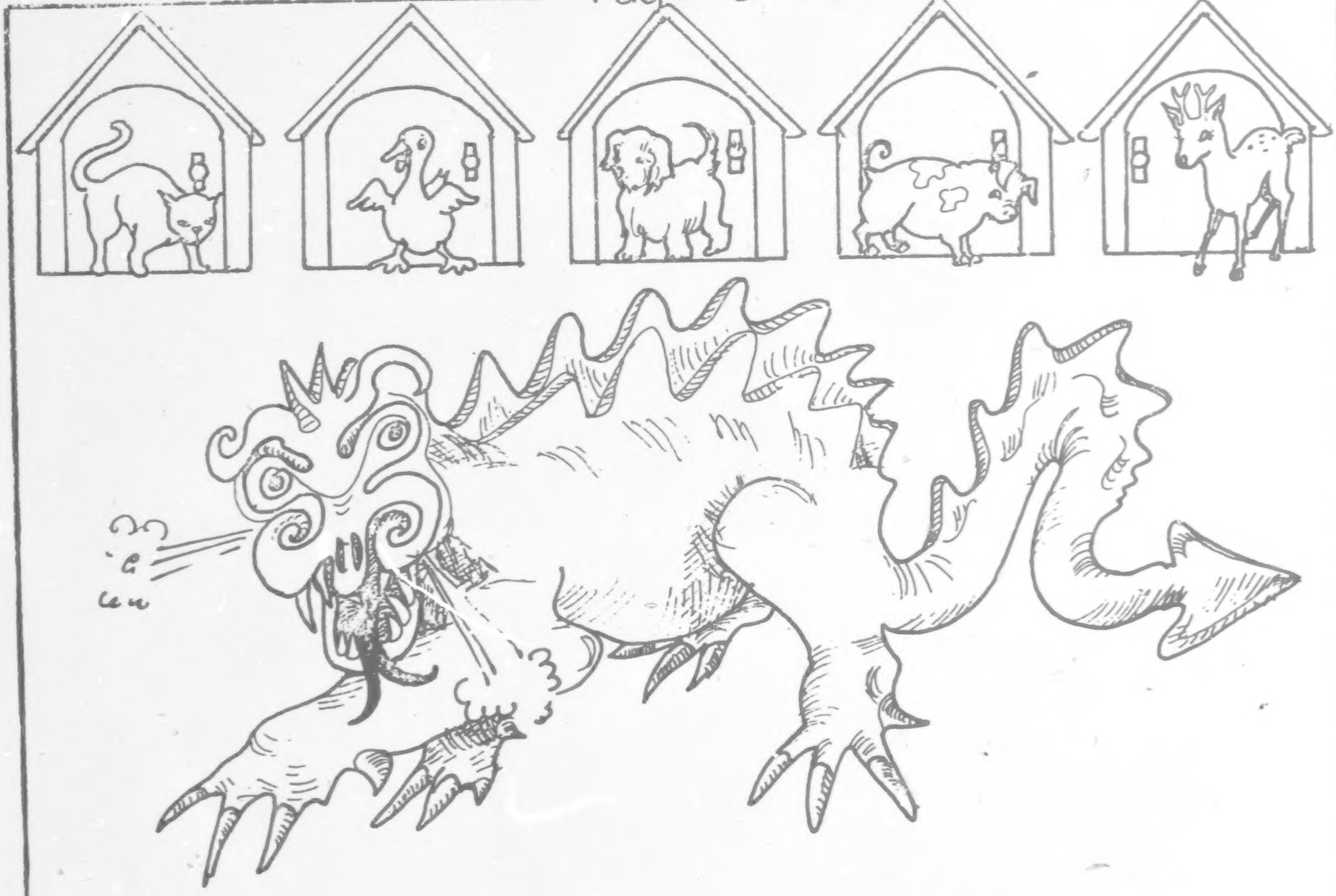

The Dreadful Dragon

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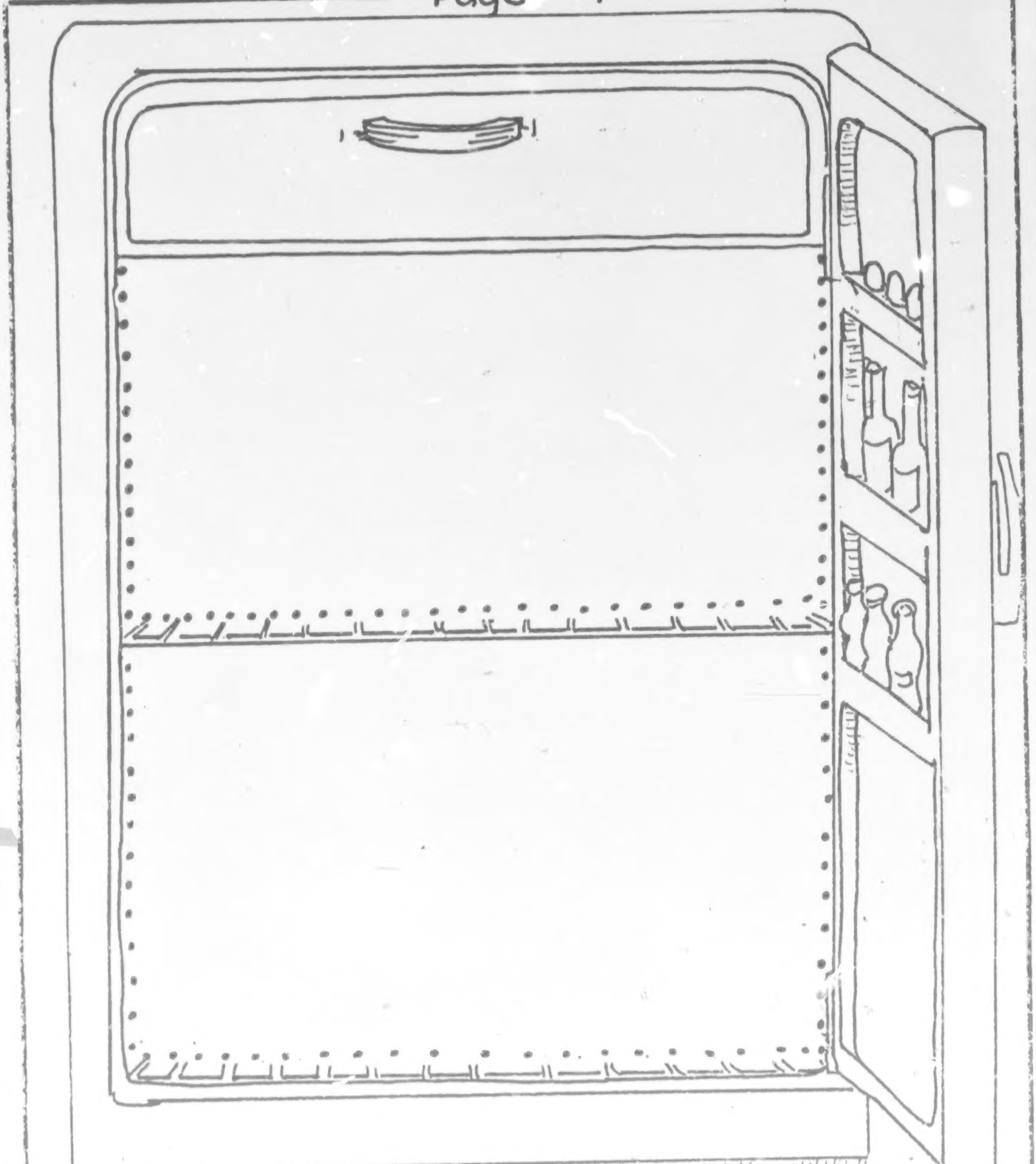
Page 4



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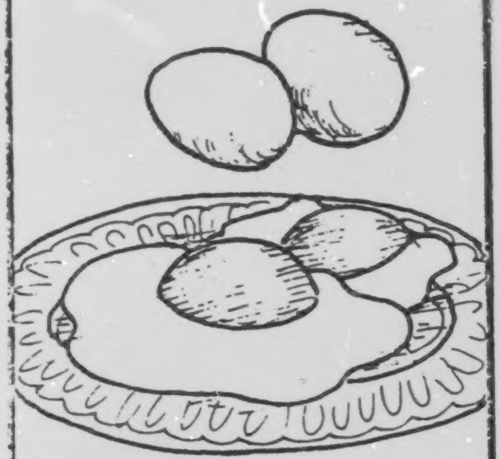
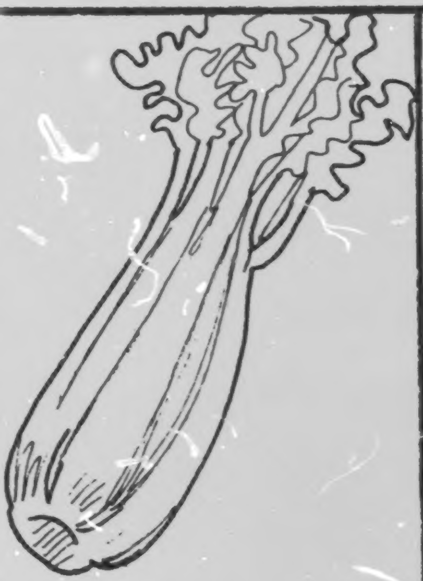
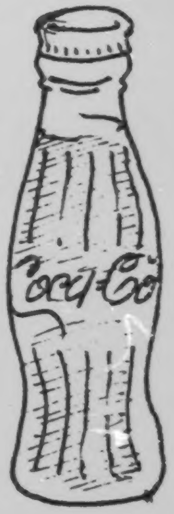
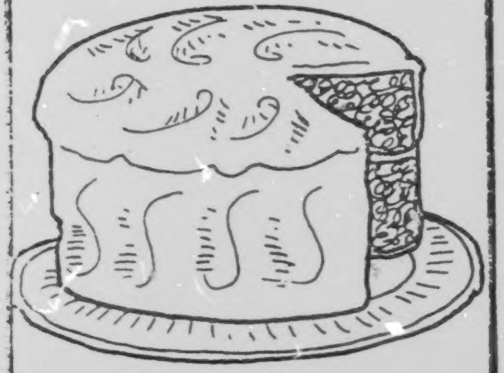
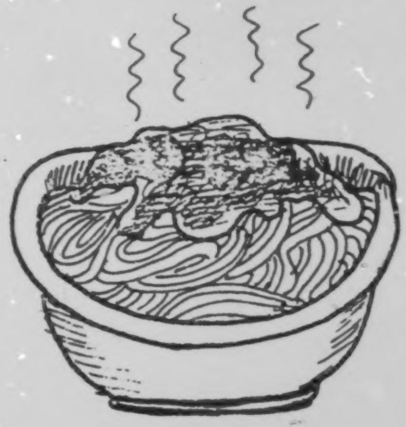
Cut-out Page A

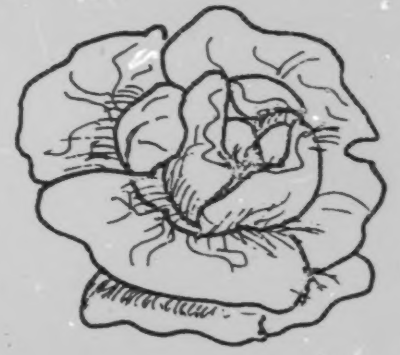












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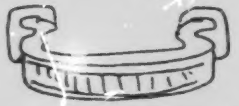
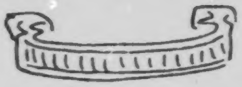


I like



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LESSON SEVENTY

Instructions

In our language the vowels have more than one sound. For instance, the letter A sounds different in the word fate than it does in fat, in father, in all or about. So far in these lessons we have emphasized only the vowel sounds that are the same as the names of the letters a, e, and i. When a vowel says its own name, as in the words say, see, or sigh, it is called a long vowel. Though he doesn't realize it yet, your child has also been using the short vowel sounds of the letter A when reading or writing at, an, and am words.

In this lesson your child will meet the idea that the vowel A has several sounds. The short A sound of apple or alligator will be explained, and there are several games and other exercises to give your child practice saying and recognizing the sound of a short A. Then he will be shown that the "new" sound is really not new at all, but a very important part of the at, am, and an words he already knows.

In the script, the short sound the letter A makes has been written aaa. Be sure that whenever you see the repeated lower-case A's - aaa - you pronounce them like the a in the word cat.

To get worksheet number four ready, make a little hole at the small circles at the top and bottom of the page. Put the string through the bottom hole. Tie a knot at one end so the knot is on the front side of the page. Now pull the string to the back, so only the knot shows in front. Put the other end of the string through the hole on top, coming from back to front. Now cut out the apple in the small square in the corner. Tape the loose end of the string to the apple, so it will hang in front of the circle on the bottom rung of the ladder. Now your child can pull the A-apple up the ladder by tugging on the knot at the bottom of the page.

Materials You Will Need

4 worksheets
Magic marker
Scissors
Tape
Paste (or tape)
Piece of string 8 inches long.
See My House story from lessons 30 and 31

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Taping

Hi, (child's name), are you ready for some fun? Today we're going to learn some new things about an old friend. First let's find out who your old friend is. Get worksheet number one. BEEP Now get your magic marker. Start at number one and connect the numbered dots. BEEP If you followed all the dots you should know the name of your old friend. What is it? ..(Pause).. If you said the letter A, that was absolutely right. You'll find more A's hiding in the picture, too. I'll give you a hint. Look extra closely at those alligators. See how many A's you can find. BEEP How many A's did you find, (child's name)? ..(Pause).. Alligators love the letter A. Do you know why? ..(Pause).. It's because alligator starts with A. How about that? Sometimes the letter A says its own name, like in Ajax and apricot. But the letter A can make another sound, too. It sounds like this: Aaa, aaa, aaa just like in aaaligator.

Now listen. I'm going to tell you a story with lots of aaa sounds in it.

Astronaut Alfred asked for an aspirin.
He asked and he asked a whole afternoon.
Astronaut Alex, answered his friend,
"Alfred, our aspirin is still on the moon."

Did you hear all the aaa sounds in that story? Listen to it again, and everytime I say an aaa word, shout it out after me as loud as you can.

Astronaut ..(Pause).. Alfred ..(Pause).. asked ..(Pause).. for an ..(Pause).. aspirin. ..(Pause)..

He asked . . (Pause). . and . . (Pause). . he asked . . (Pause). . a whole afternoon. . . (Pause). .

Astronaut . . (Pause). . Alex, . . (Pause). . answered . . (Pause). . his friend, "Alfred, . . (Pause). . our aspirin's . . (Pause). . still on the moon!"

Now find worksheet number 2. BEEP Do you know what kind of a tree that is? BEEP If you said an apple tree, you were right. Say the word apple again. BEEP What letter does aaapple begin with. BEEP Did you say an A? If you did, that was very good. Some of the apples on the tree have dotted A's on them. Finish the dotted A's with your magic marker. BEEP Good! Now find the apples that don't have letters in them. Make an A inside each one. BEEP Very good work, (child's name).

Now find worksheet number three. Here are some pictures of things that start with an aaa sound. Can you tell me what they are? BEEP Did you say astronaut, ambulance, ant, and acrobat? If you did, that was very good. What letter do all those words begin with? . . (Pause). . If you said A you were right! But look at the words underneath the pictures. There's no A at the beginning of those words, just a big empty box. Would you put the A's in? Here's how. Get the scissors and the worksheet number two, the one with the apples on it. BEEP Cut out four A-apples. BEEP Now paste the A apples in front of the words on page 3. BEEP Very good. (child's name) Now those words have the A's they need. See if you can read me the words. What word did you make in box number one? . . (Pause).

Astronaut, very good. And what is the word in box two? ..(Pause).. Ambulance, right again. What's that little word in box three? ..(Pause).. Ant, good for you, (child's name). And what's the last word in box four? ..(Pause).. Acrobat. Good reading!

Now get worksheet four. BEEP I see some old friends. What are they eating? ..(Pause).. Some apples. Uh, oh! Someone got a worm in his apple. Who's apple has the worm in it? ..(Pause).. Poor Ham! His apple has a worm. Who are the other two children? Can you read their names? BEEP If you said Pat and Can you were absolutely right! Listen now to the sound the letter A makes when I say their names slowly: Paaat, Caaan, Haaam. It's the same aaa sound as in aaalligator and aaastronaut and aaapple, isn't it? Are you surprised to find out you knew the aaa sound all along? Yes, you did. That's because the aaa sound is in all the am and an and at words you know. Now here's a game for you to play. Do you see the A-apple hanging down on a string? ..(Pause).. Fix it so it's on the bottom step of the ladder, on top of the circle that's between the M and N. BEEP The A-apple makes a word with M and N. Can you read it? BEEP Did you say man? Very good. Now pull the knot on the bottom of the page. Pull it gently so the A-apple moves up to the next step on the ladder. Put it between the D and the M. BEEP What word does D, A, M make? Sound it out. BEEP If you said dam, that was very good indeed. Now pull the knot so the apple rises one more step. BEEP What word does the A-apple make now? BEEP

Did you say fat? Good thinking, (child's name). Now pull the apple up again and tell me what the next word is. BEEP If you said pan, you were absolutely right. Pull the apple up once more and read me the next word. BEEP Did you say Sam? Good for you. BEEP What word does the A-apple make next? BEEP Did you say hat? Very good, (child's name). What's the next word? BEEP Did you say fan? Right again. Now what's the word on top? BEEP Did you say cat? If you got all the apple words right, give yourself a big star at the top of the page. BEEP

Do you remember the "See My House" story you learned to read? Get it out now. BEEP Let's read it together. Speak up loudly so I can hear you. Ready?

(Note to parent: Read the book slowly enough for your child to read along easily.)

See my house. My house is red. Turn the page. . . (Pause). . In the house I see a bed. On the bed I see a box. In the box I see a fox. Now the next page, (child's name). On the fox I see a hat. On the hat I see a cat. On the cat, I see a mouse. Turn the page. . . (Pause). . "Man, that is a funny house!"

Very good, (child's name). Now see if you can read it by yourself. When you're through, I have a surprise for you. Go ahead, read it to me in a good loud voice. BEEP Fine! You did such a good job I think you should record the book on tape. Then you can listen to yourself reading. Call me and I'll come help you. BEEP

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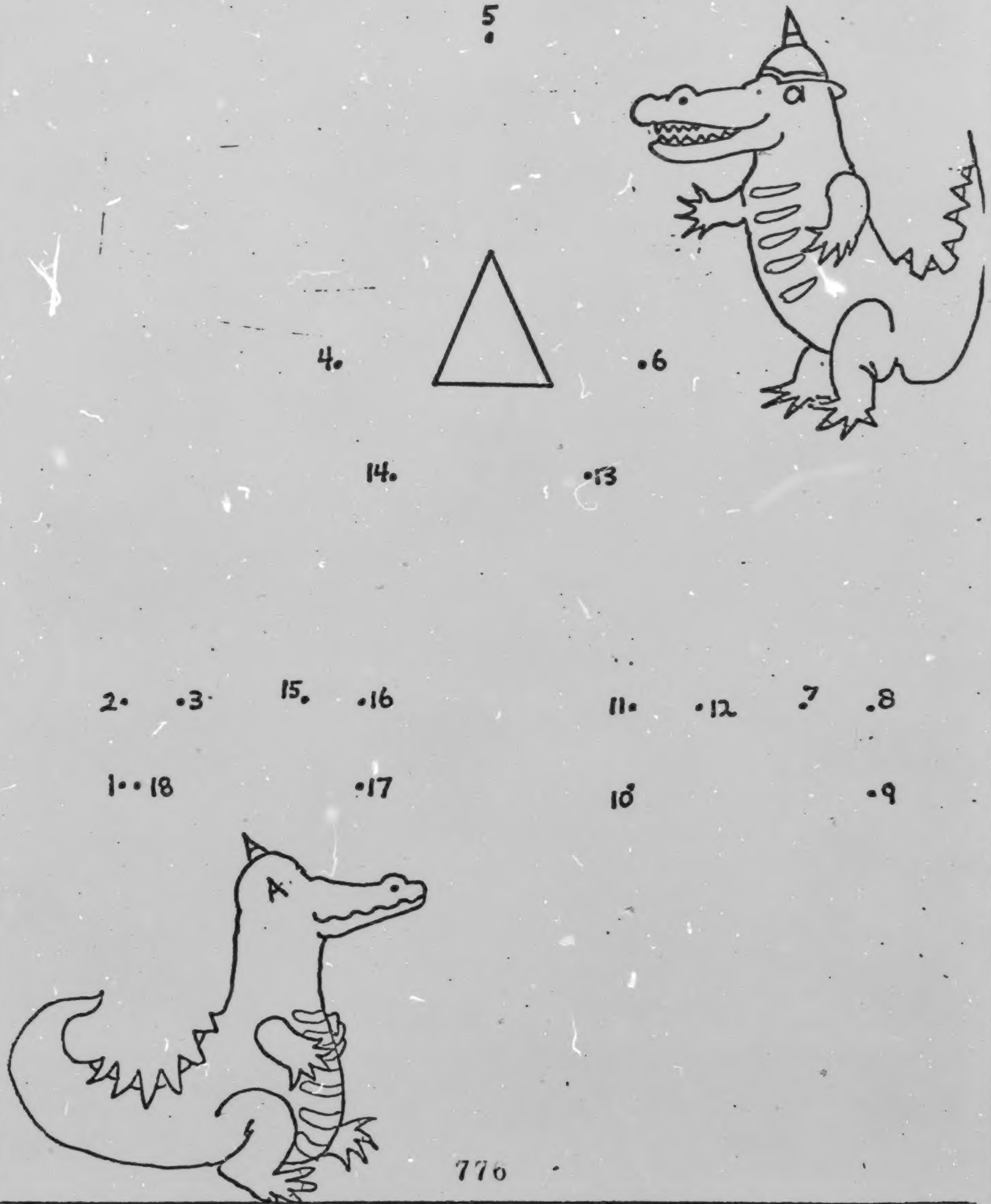
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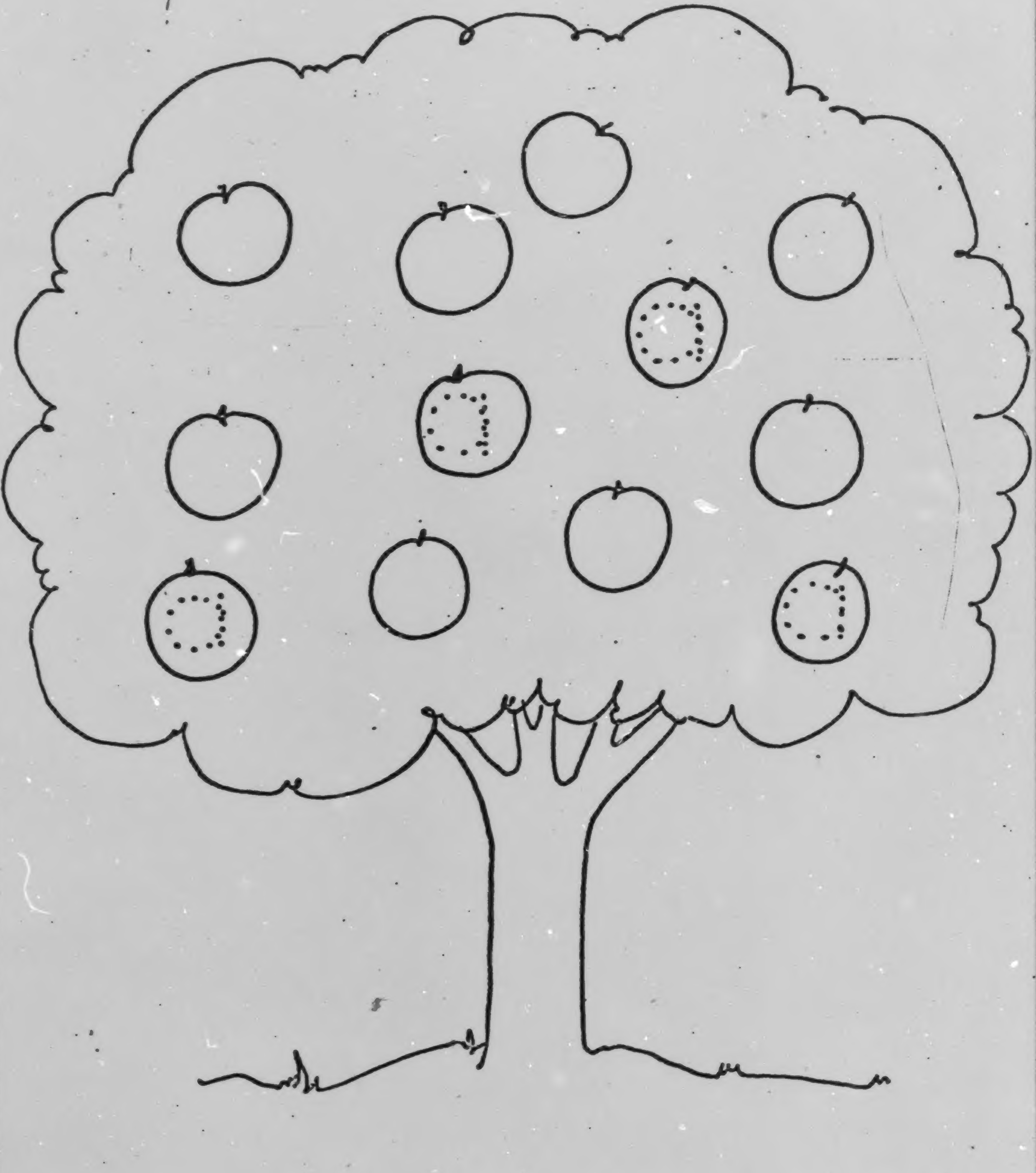

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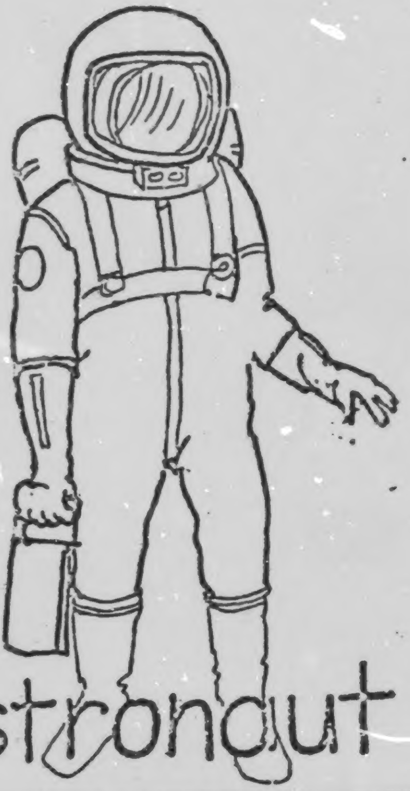

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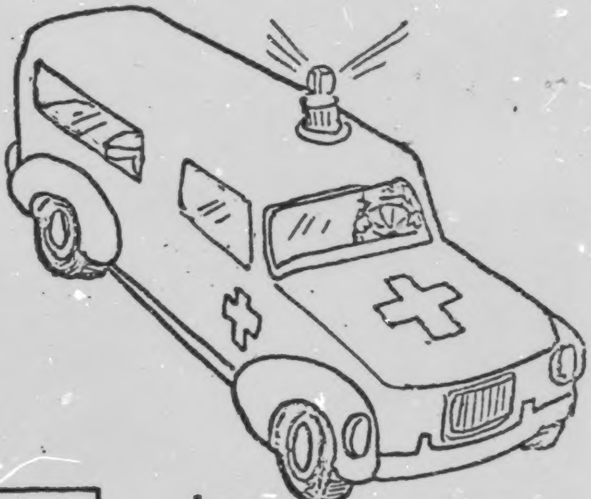

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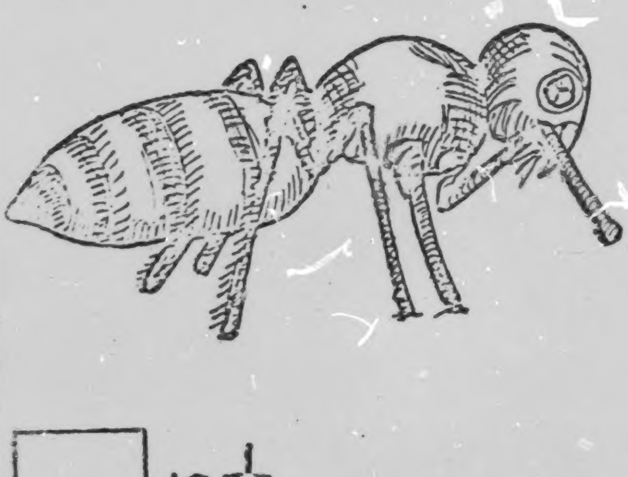

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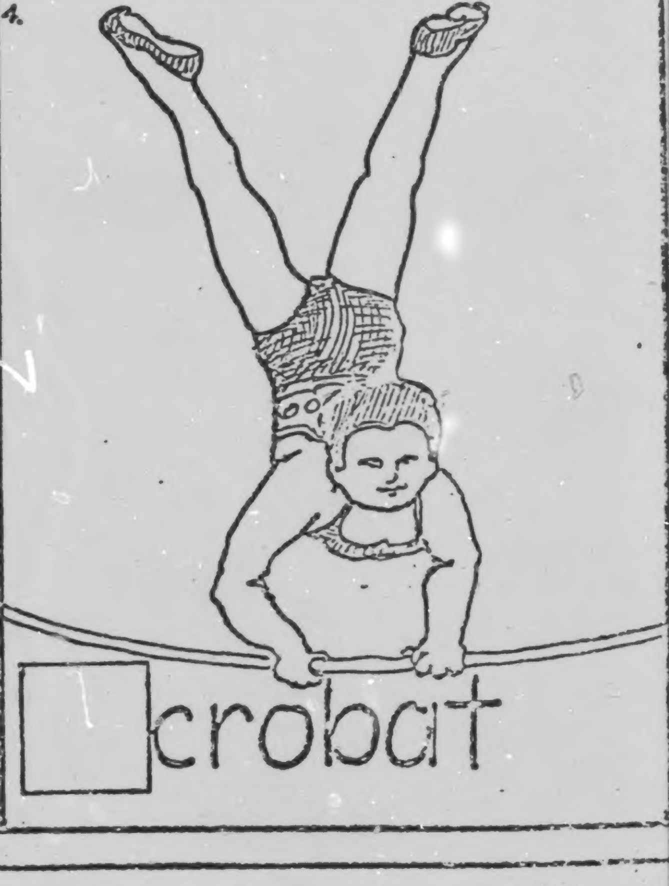

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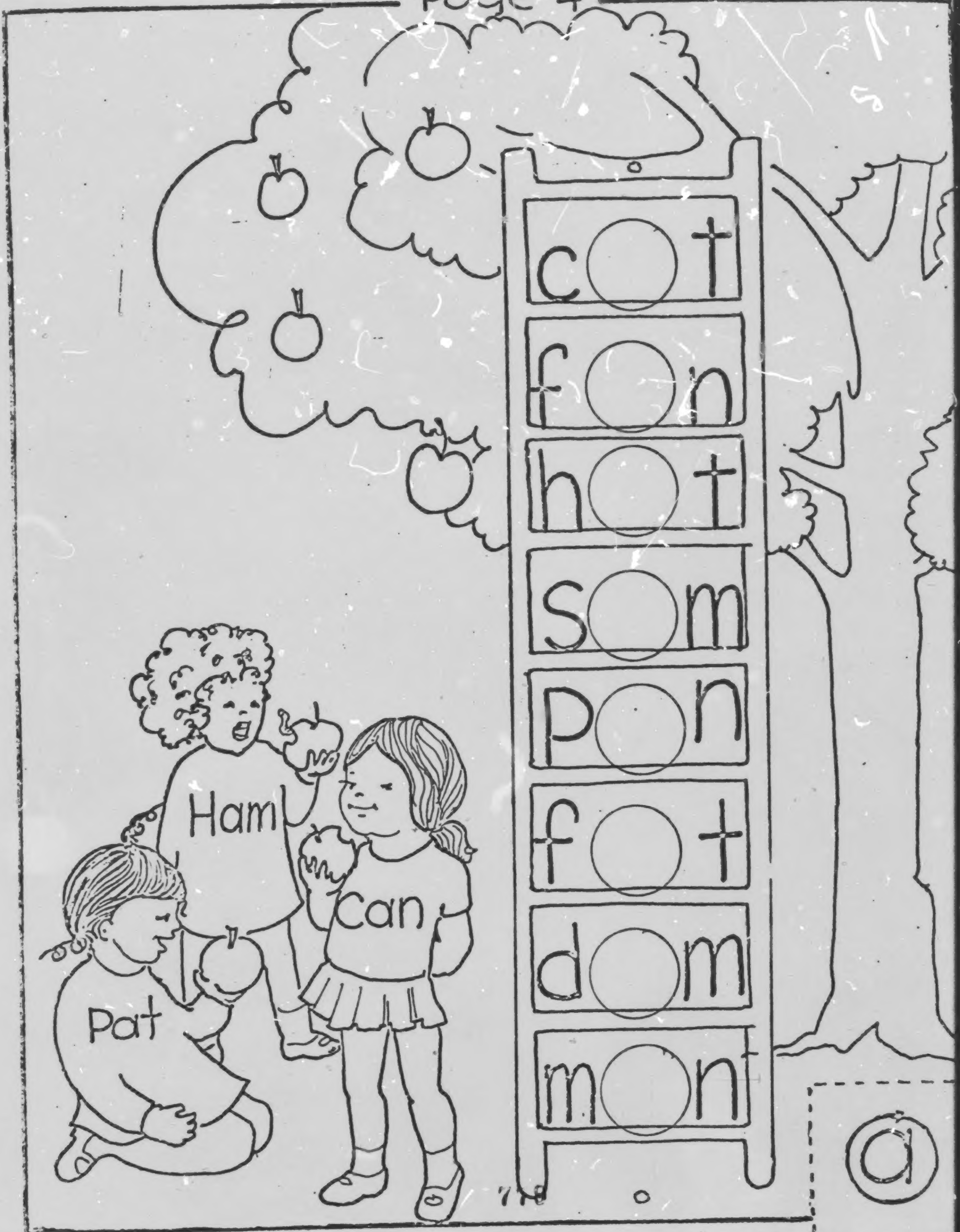
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Pat
a

LESSON SEVENTY-ONE

Instructions

So far in these lessons your child has learned to listen to the sounds letters make at the beginning of words. Now he will be asked to pay attention to the letter sounds at the end of words as well. This lesson also reviews some sight words and the sound of the short a. Remember to pronounce aaa like the a in cat whenever you see it in the script.

Materials You Will Need

5 Worksheets
Scissors
Tape or paste
Crayons
Magic Marker

TAPING

Are you ready for some more games, (child's name)? Look at your first worksheet. ..B E E P.. The poor baby is crying because his favorite toys aren't in his playpen. He's crying aaa, aaa, aaa! That's one of the sounds the letter A makes, remember? Let's hear you say it, nice and loud -- aaa, aaa, aaa. ..B E E P.. Did you say a doll, a flag, a rattle, a truck, a cat, and a train? Good for you, (child's name)! You can stop the baby's crying if you give him his favorite toys. They're the ones that have an aaa sound in the middle. Say the names of the toys again, and listen carefully to the sounds in the middle of the words. When you find a toy with an aaa sound in the middle, cut it out and tape (or paste) it in the baby's playpen. Let's try the first one together. Say it with me. Doll ... doll ..(pause).. Does doll have an aaa sound in the middle? ..(pause).. No, it doesn't. So don't put the doll in the baby's playpen. Now name the second toy ..(pause).. It's a flag. Say the word again ... flaaag. ..(pause).. Does flag have an aaa sound in the middle? .. (pause).. Yes, it does. So cut out the flag and paste it in

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the playpen. ..B E E P.. Now go ahead and do the same thing with the rest of the pictures. ..B E E P.. Did you give the baby his flag, his rattle, and his cat? If you did, that was just what baby wanted. You made him very happy!

Now find worksheet number two. ..B E E P.. Look at the letters on the *left*-hand side of the page. What letter is that? ..(pause).. Did you say *duh*? Like the *dum*-*de*-*dum* sound of a *d*rum? Very good, (child's name). There are lots of D's on the page and lots of pictures, too. Look at the pictures. On every line there are three pictures, but only *one* of them begins with the sound the letter D makes. Get your crayons and color *only* the pictures that start with the letter D. ..B E E P.. Did you color *five* pictures, (child's name)? ..(pause).. Which five pictures did you color? ..B E E P.. You should have colored the drum, the doll, the deer, the dog, and the duck? If you did, give yourself a big star at the top of the page. ..B E E P..

Now get worksheet number three. ..B E E P.. It's a nice day for a walk in the park, but we'll have to read the signs to know which way to go. Look at the last letter on all the signs. What is it? ..(pause).. Did you say a *D*? That's right. And that means *what* sound will be at the end of every word? ..(pause).. If you said *duh*, you were right again.

Find the sign that's in a circle. Point to it ..(pause).. Spell the word in the circle. ..(pause).. B, A, D. Very good. What sound does the letter B make? ..(pause).. *Buh*, so this word begins with *buh*, doesn't it? And what sound does the letter D make? ..(pause).. *Duh*, so this word *ends* with *duh*. And in between comes the *aaa* sound the letter A makes. Now say all the sounds after me: *buh* ..(pause).. *aaa* ..(pause).. *duh* ..(pause).. Put them all together and what word do you get, (child's name)? ..B E E P.. If you said *bad*, you figured that out very well, and I'm proud of you! Color the sign that says *bad* red. ..B E E P.. Now see if you can find the sign that says mmmad. Listen to the sound the word begins with....mmmad.. and then look for the word mad in one of the signs. ..B E E P.. Color the sign that says mad green. Now find the sign that says Dad. ..B E E P.. Color the sign that says Dad yellow. ..B E E P.. Find the sign that says had. ..B E E P.. Color the sign that says had purple. ..B E E P.. Now look for the sign that says sad. Color it orange. ..B E E P.. Find the sign that says pad. Color it blue. ..B E E P.. You're a very good signreader, (child's name). Now we can go for our walk. Take your magic marker and start at mad. Draw a line from mad to sad. .. B E E P.. Then draw a line to had. ..B E E P.. Now over to pad. ..B E E P.. Now to Dad. ..B E E P.. And over to bad. ..B E E P.. Very good, (child's name). I really enjoyed that walk with you.

Today I have a new color word for you. Get page four and you'll find it. ..B E E P.. There's the word on top of the page. What letter does it start with? ..(pause).. The letter P, right. Can you guess what color word starts with a P? ..(pause).. Did you guess purple? Good for you, (child's name)!

In the big box there's a kind of fruit that's sometimes purple. Do you know what fruit it is? ..(pause).. If you guessed grapes, that was very good. Color the grapes purple. ..B E E P.. Now look at the bottom of the page. There are some pictures of things you like to eat. They're all made from purple grapes, so they're purple, too. Box number two is something sweet you spread on bread. Can you guess what it is? ..B E E P.. If you said purple jam or jelly, you were right. Box number three is something purple that comes in a bottle. Can you guess what it is? ..B E E P.. If you said purple soda, that was a good answer. It could be grape juice, too. Box number four is something purple that is icy cold and comes on a stick. What is it? ..B E E P.. Did you say a purple popsicle? If you did, that was very good! Now look at the word purple in the three boxes. There are some letters missing. Can you fill in the missing letters? .. B E E P.. Did you write a P in the purple jam? ..(pause).. Did you write a P in the purple soda? ..(pause).. Did you write an E in purple popsicles? ..(pause).. If you got all those right, give yourself a big purple star up on top of the page.

Now get worksheet five. ..B E E P.. There's a Christmas tree, with lots of balls on it. The word inside each ball tells what color to make it. Go ahead and color the balls. ..B E E P.. I bet your Christmas tree looks beautiful. Will you come show it to me? ..B E E P..

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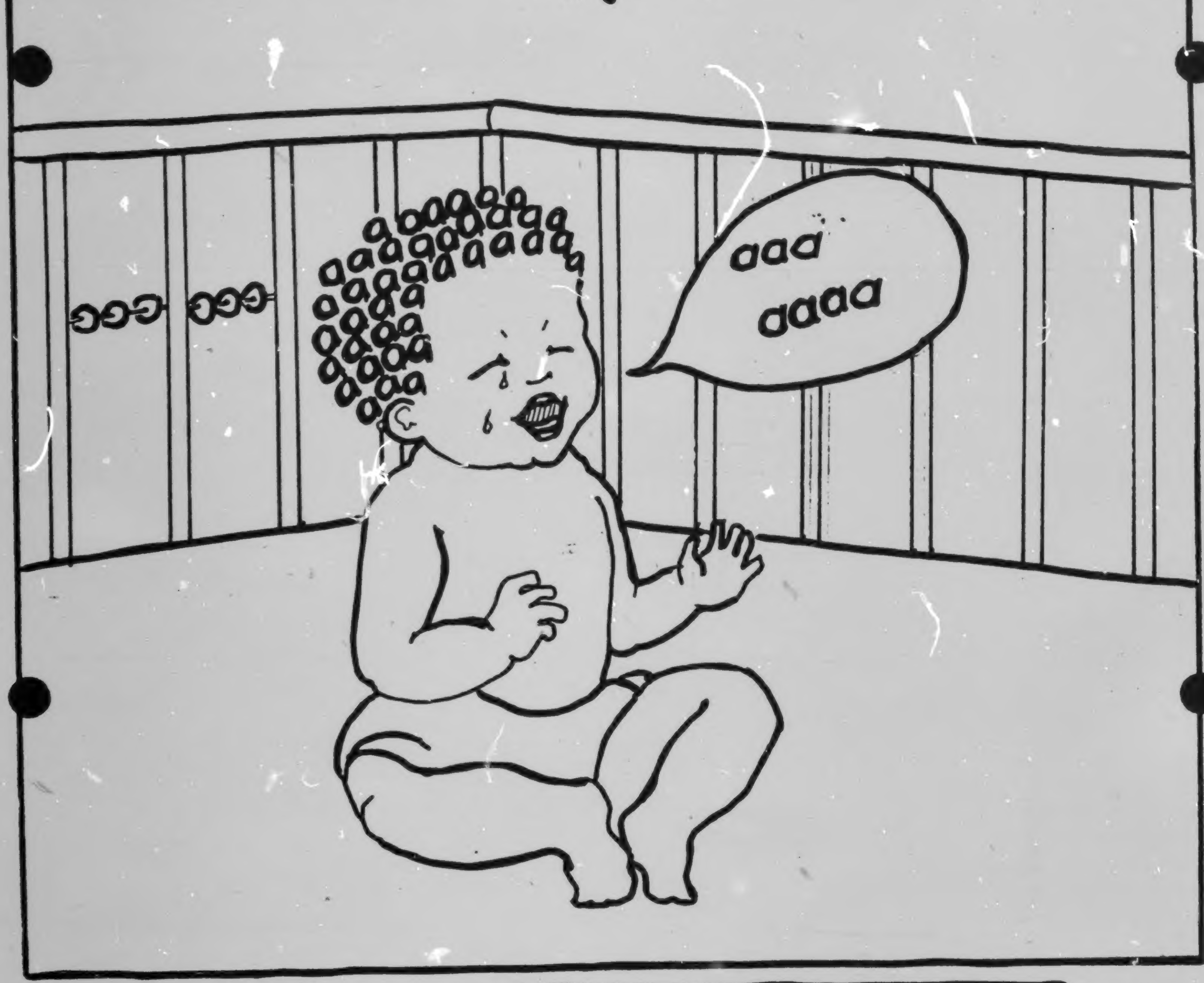

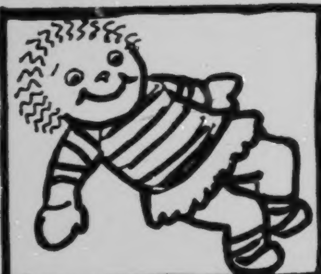

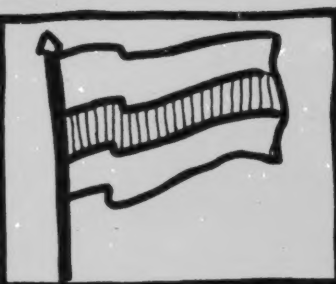

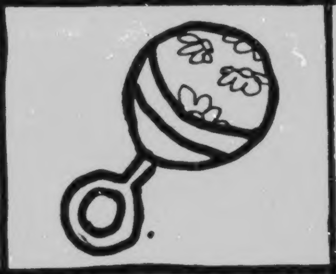

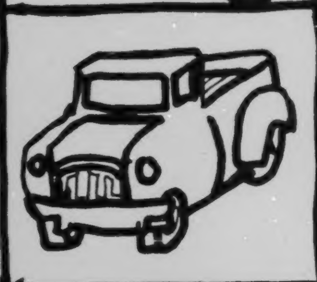

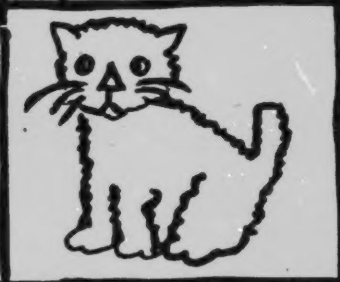

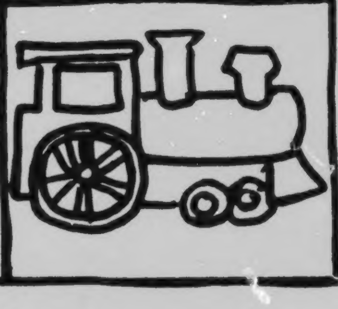

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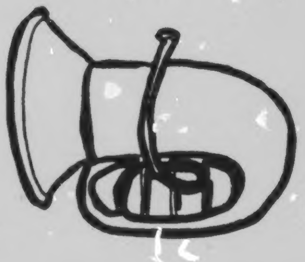
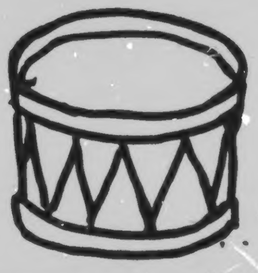
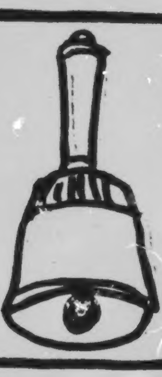
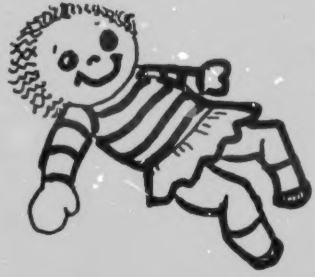
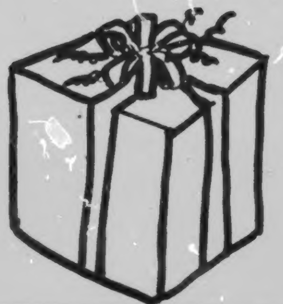
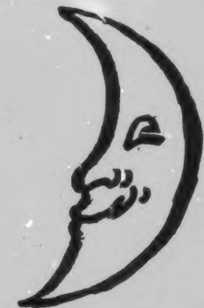
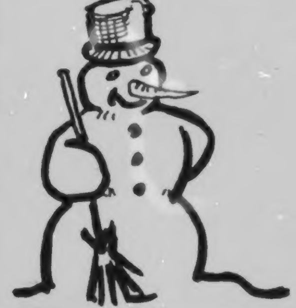
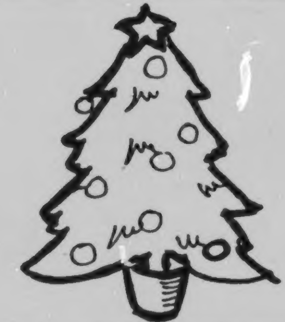
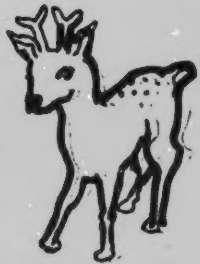
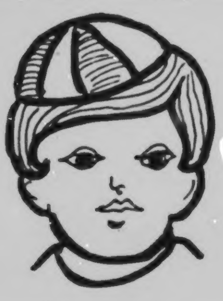
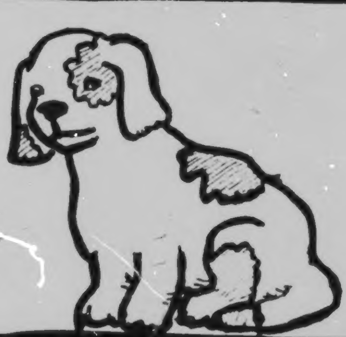
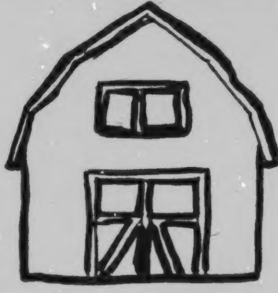
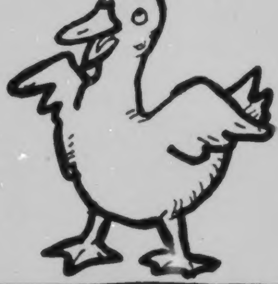
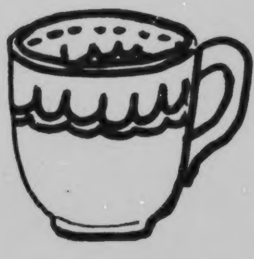
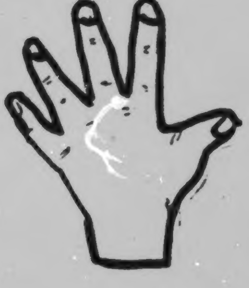
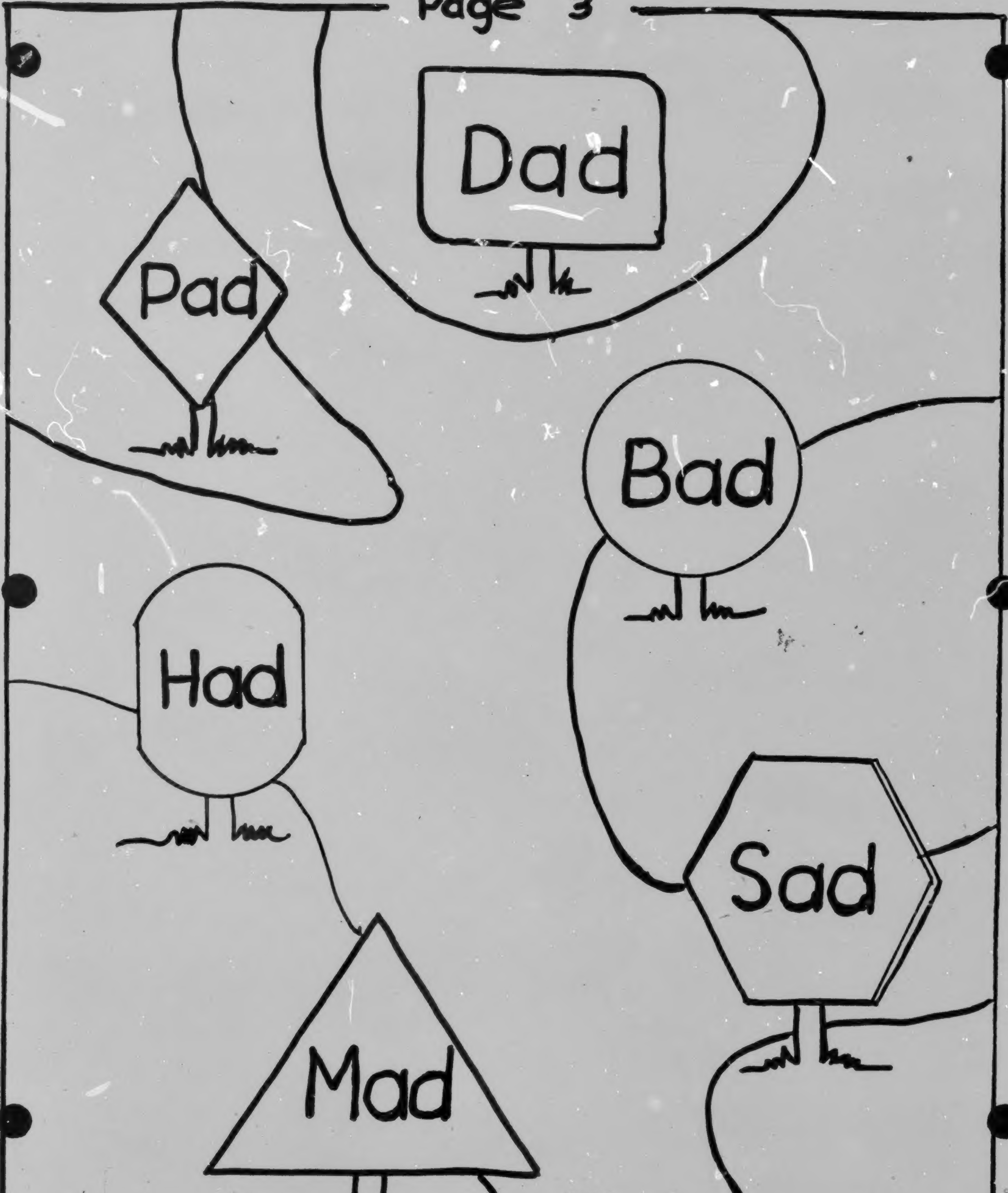
d			
d			
d			
d			
d			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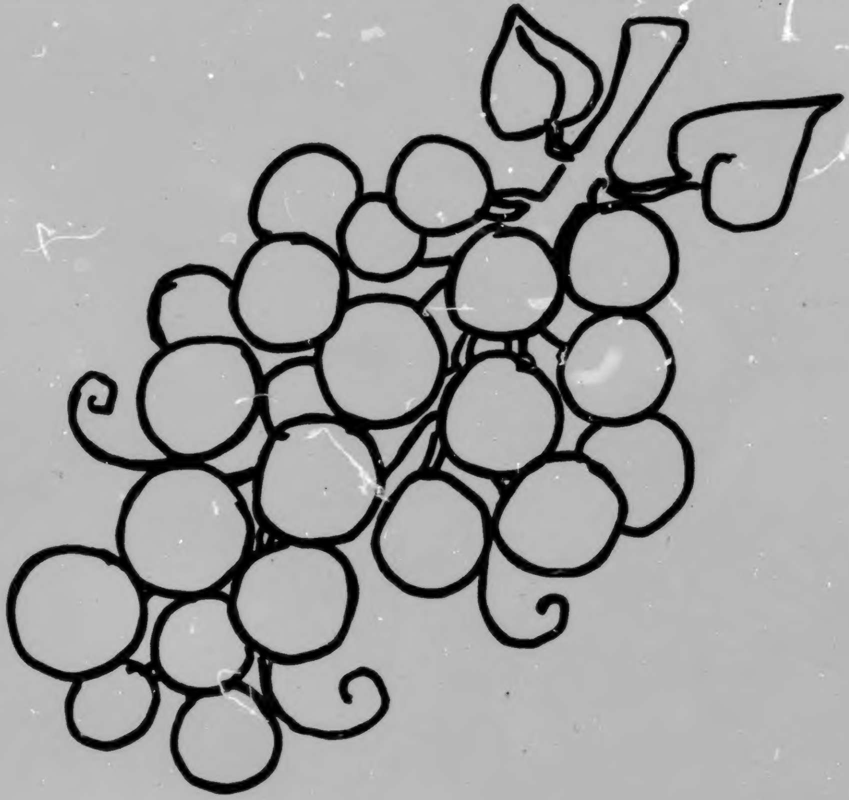

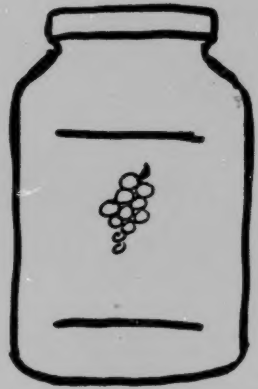

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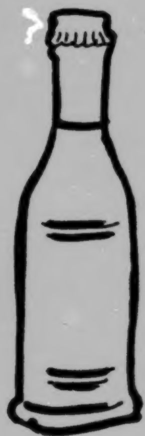

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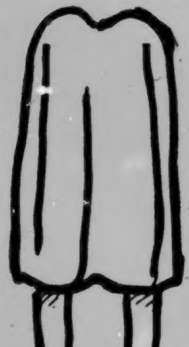

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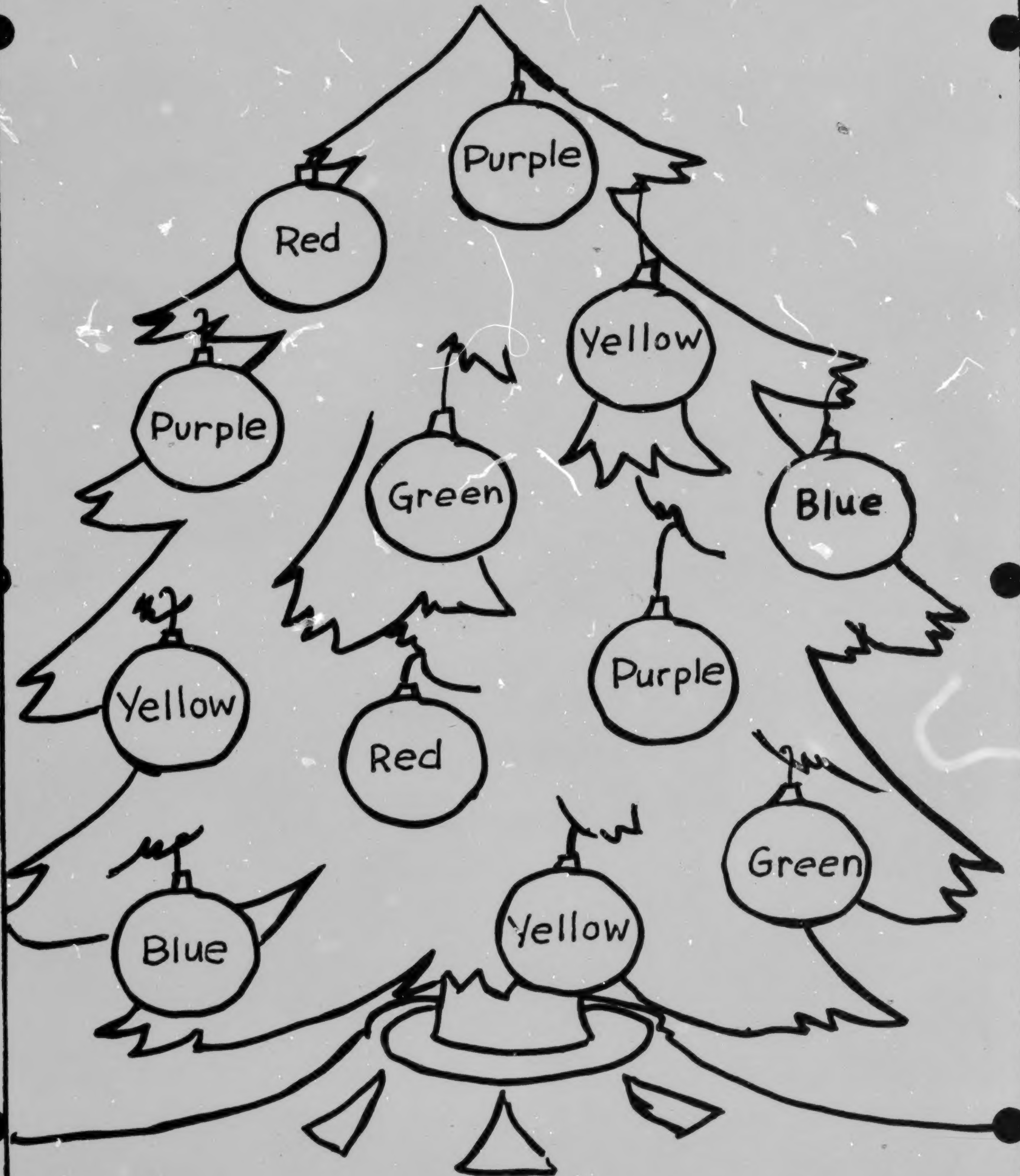
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LESSON SEVENTY-TWO

Instructions

In this lesson your child will meet the letter R. To help him learn the sound the letter R makes, be sure to stress it when you see it underlined in the script. You can do this best by stretching out the rrrr sound at the beginning of a word.

Your child will also get more practice telling the short a sound (aaa as in cat) and in identifying the final sounds in words.

Materials You Will Need

6 Worksheets
Magic marker
Crayons
Scissors
Paste or tape

TAPING

Hi, (child's name), are you ready to meet a new letter today? ..(pause).. Get your first worksheet. ..B E E P.. There's RRRandy the RRRobot. When you turn Randy's motor on, he goes rrrrr, rrrrr. Can you make that sound? Let's hear it. ..(pause).. Oh, come on, (child's name). You can say it louder than that. Rrrrr, Rrrrr. Now let's rrreally hear it, loud and long. ..B E E P.. That's much better. And Rrrrr is the sound our new letter R makes.

RRRandy is a talking rrrobot, but he can only say words that start with R. I'll say some of RRRandy's favorite R-words, and you say each one after me. Ready? RRRoad RRRunner ..(pause).. RRRocket ship ..(pause).. RRRoller coaster ..(pause).. RRReally rrround rrrhinoceros ..(pause).. RRRed rrrubber rrraincoats ..(pause).. Those were very good R's, (child's name). Now get your magic marker and finish the dotted R's on Randy. ..B E E P..

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Can you get page two? ..B E E P.. Randy's favorite food is rasberries. Color all the berries with the letter R in them red. ..B E E P..

Very good, (child's name). Now find page three. .. B E E P.. Rrrrmmm Rrrrmmm! We're off to the races! Here are the racing cars ready to go! Each of the cars has the name of something that goes very fast. Can you tell what they are? Look at the first car. What do you think its name is? .. (pause).. If you said RRRocket, you were rrright! What about car number two? What is its name? ..(pause).. That's horse. Very good, (child's name). Now look at the third car. Can you tell what its name is? ..(pause).. If you said RRR RRRunner you were right again. Now what about the fourth car? What is its name? ..(pause).. Did you say arrow? Good for you, (child's name). Can you guess the name of the fifth car? ..(pause).. RRRabbit, righ on, (child's name)! And what about the last car? What is its name? ..(pause).. If you said lightning, you were absolutely right. Now the race is ready to start, so get worksheet number four. ..B E E P..

There's the track and the dotted lines show where the winning cars belong. Do you know which cars are winning the race? They're the ones whose names begin with the letter R. Get page three and cut out the three cars whose names begin with R. ..B E E P.. Did you cut out the cars named RRRocket, RRRoad RRRunner and RRRabbit? ..(pause).. If you did that was very good, (child's name)! Now paste (or tape) the three winning cars in the dotted spaces on the race track. ..B E E P..

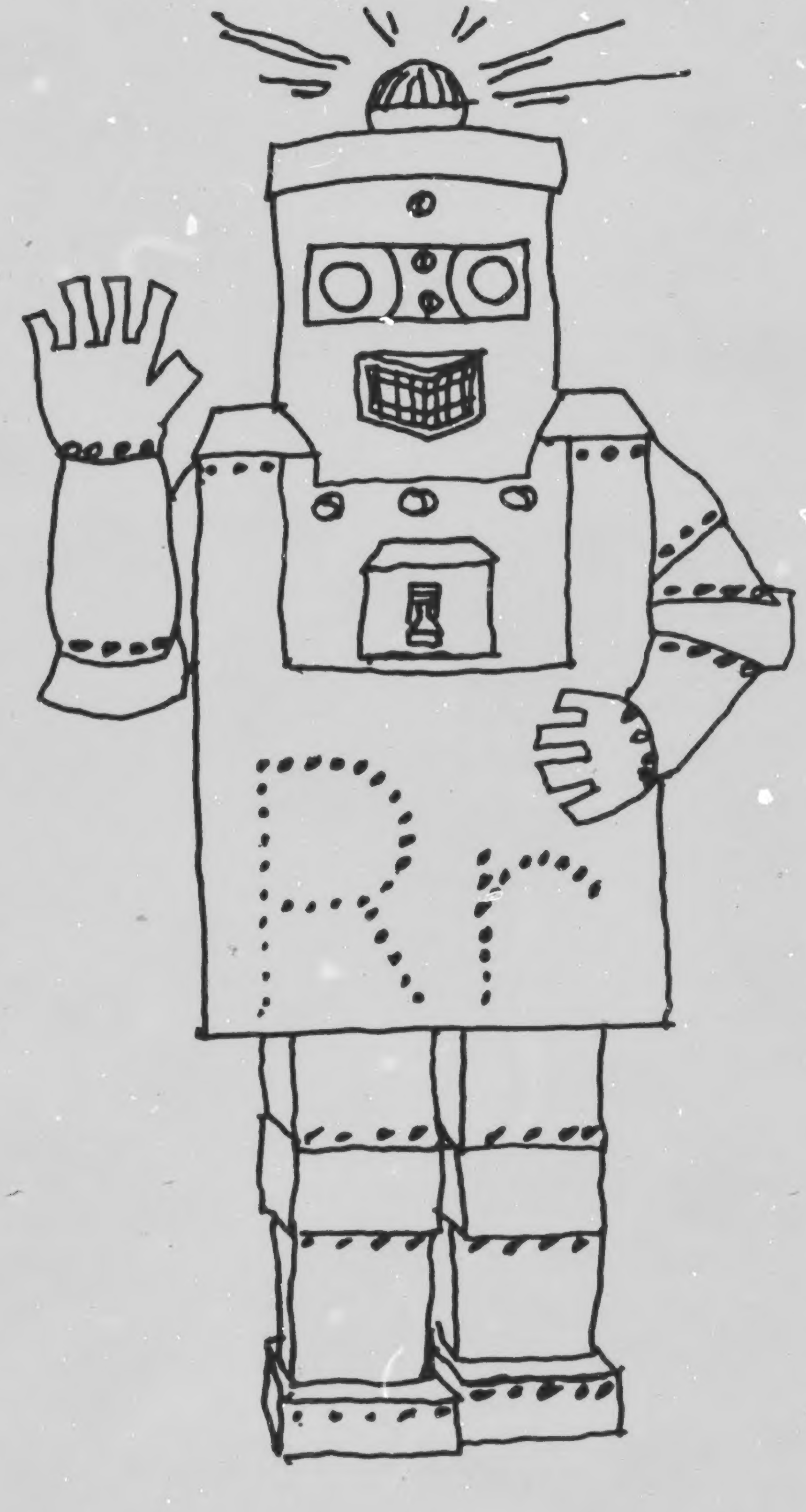
Now we're going to play a listening game. Do you remember what sound a short letter A makes? Tell me ..(pause) .. Did you say aaa? Good for you, (child's name). I'm going to say two words now. One has a short aaa sound in the middle of it. The other doesn't. You tell me which word has the aaa sound in it. Now listen carefully. Map and mop. Which has an aaa sound in it -- map or mop?

..(long pause).. Did you say *map*? If you did, you were right! Here are two more words. Which has the short *aaa* sound in it -- *puddle* or *paddle*? ..(long pause).. If you said *paddle*, you were right again, (child's name). Here are two more. Which one has the short A in it -- *mud* or *mad*? ..(long pause) .. Did you say *mad*? Groovy, (child's name)! Now what about *bad* and *bed*? ..(long pause).. Did you say *bad*? Very good. *Silly* or *sally*? ..(long pause).. *Sally* is the right answer. Now here's one more. *Wiggle* or *waggle*? ..(pause).. If you said *waggle*, you were absolutely right! Were you a good *aaa*-word detective, (child's name)? I hope so. Now get out worksheet five. ..B E E P..

What do you see in box number 1? ..(pause).. Did you say a *bed*? That's right. Say the word again and tell me what letter comes at the *end* of *bed*. ..B E E P.. If you said *bed* ends with a *D*, that was absolutely right. Write a *D* in the little box near the bed. ..B E E P.. Now tell me what you see in box 2. ..(pause).. Did you say a *roof*? Good. Say the word again and tell me what letter roo*f* ends witn. ..B E E P.. Did you say an *F*? Right again, (child's name). Put an *F* in three. What is it? ..(pause).. Did you say skate*s*? That's right. Fill in the box with the last letter in the word skate*s*. ..B E E P Now finish the rest of the boxes. ..B E E P.. Did you put an *S* in the box three? .. (Pause).. Did you put an *N* in box four? ..(pause).. Did you put a *F* in the fifth box? ..(Pause).. And a *T* in the last box? ..(pause).. If you got all those right, that was great, (child's name)! Give yourself a big star at the top of the page. ..B E E P..

Now get worksheet six.. B E E P.. Here's a silly story for you to read. There are two new words in it and you'll see them at the top of the page. ..B E E P.. The first new word says *you*. *You* is the word in the circle. Point to the word *you* and say it ..*you* .. *you* .. *you* .. Good. The other new word says *what*. *What* is the word in the square. Point to the word what and say it ...what...what...what... Good, (child's name). Point to the word in the circle again. What does it say? ..(pause).. Did you say you? ..(pause).. Did you say what? Right again. You and what are your two new words. Don't forget them because you'll need them to read the silly story. Now let's try to read it.

Look at the first box. Read what the first boy says. ..B E E P.. Did you say, "I see a mouse in a can. Do you?" If you did, that was very good, (child's name)! What does the other boy say? ..B E E P.. He says, "No, I do not." Now see if you can read the rest of the story of yourself when you get to the last box, you make up what the boy says. Then come and read me the silly story. ..B E E P..



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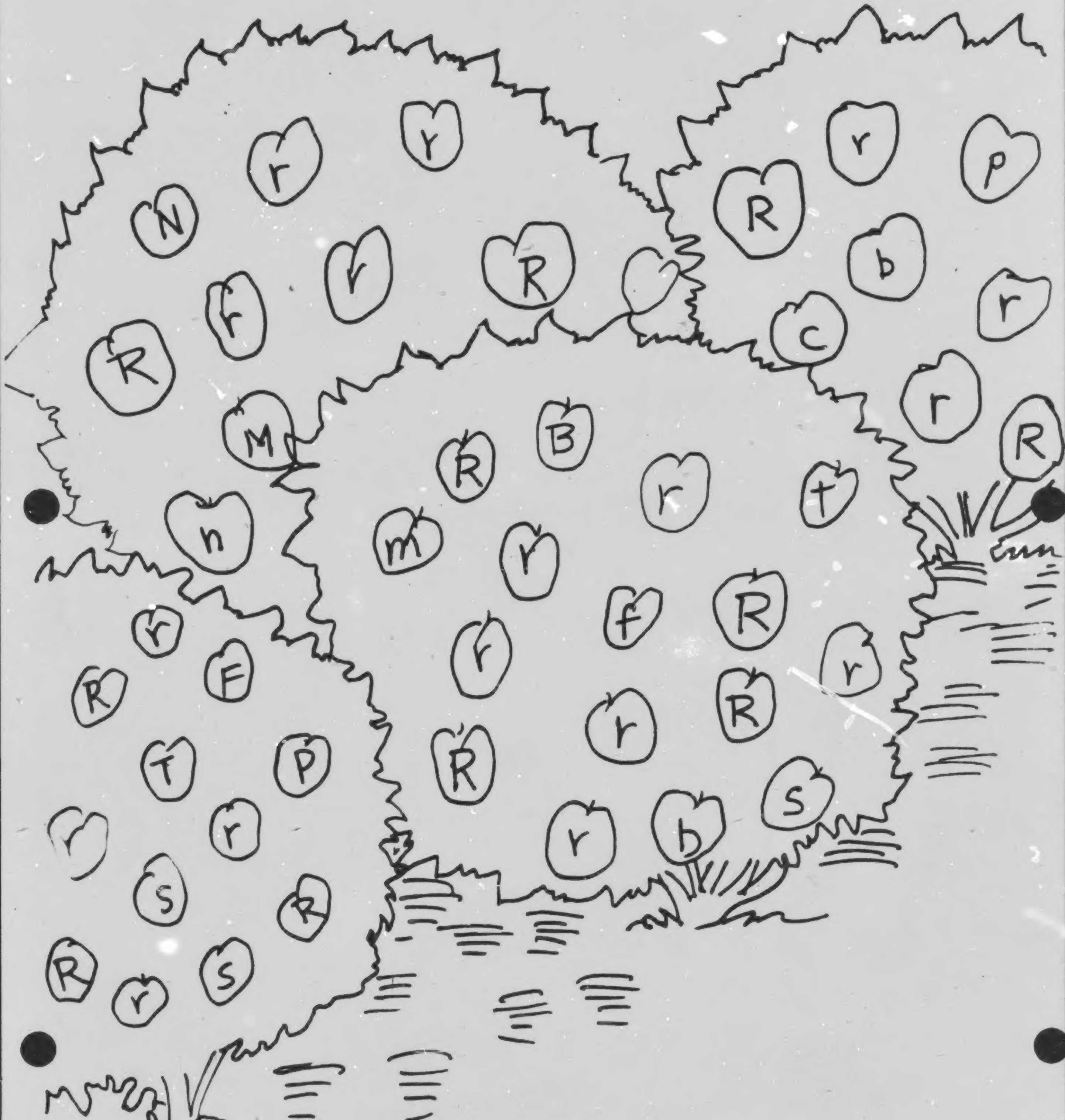
Randy Robot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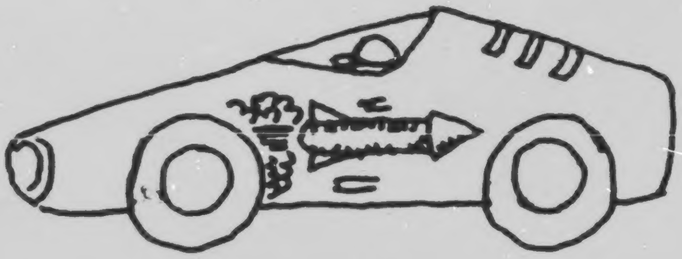

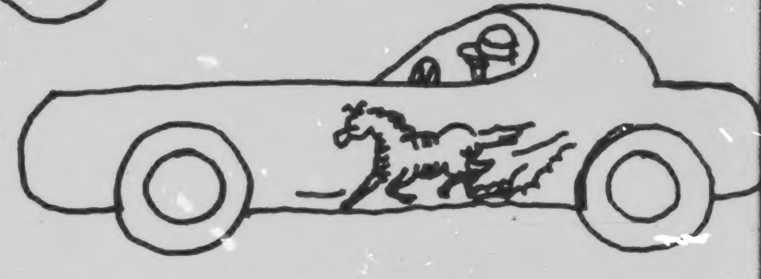

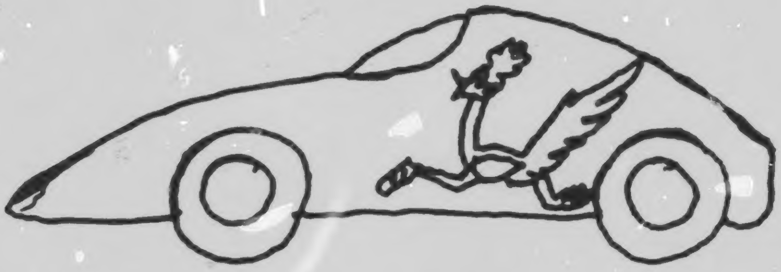

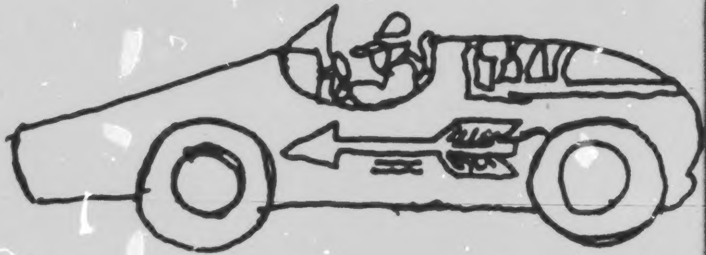

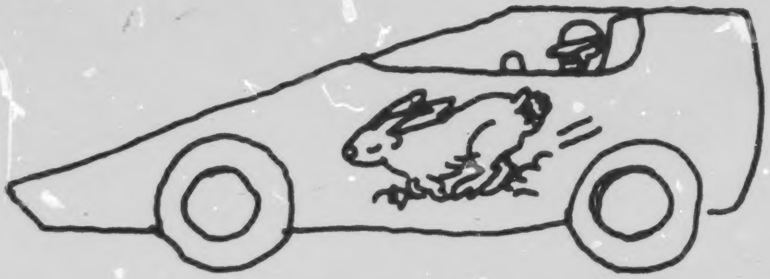

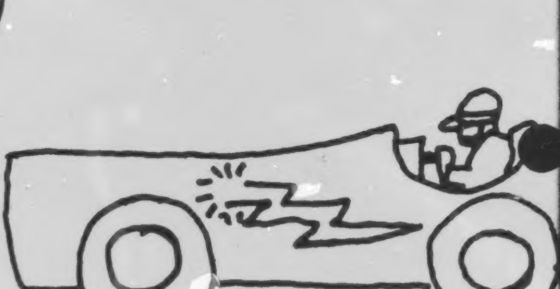

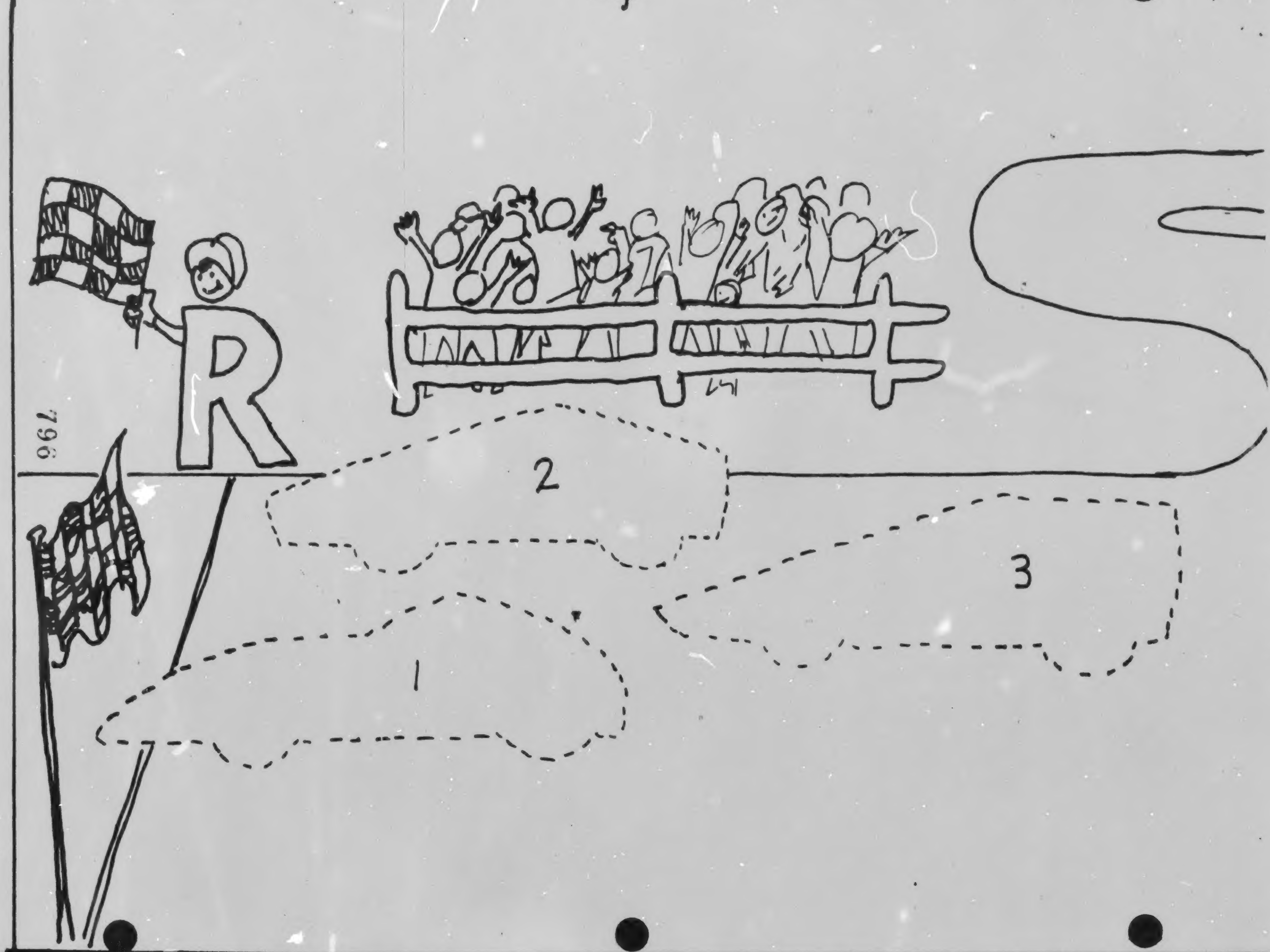
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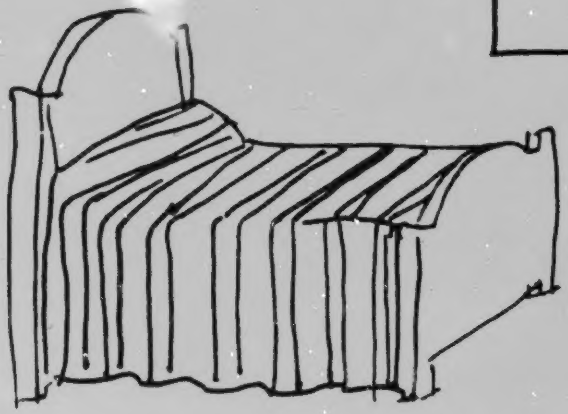

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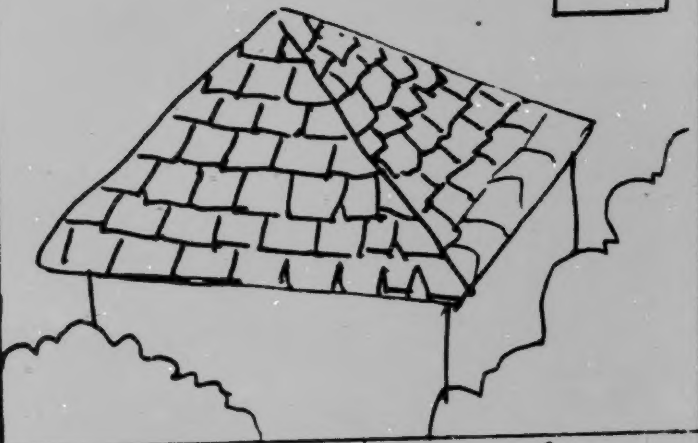

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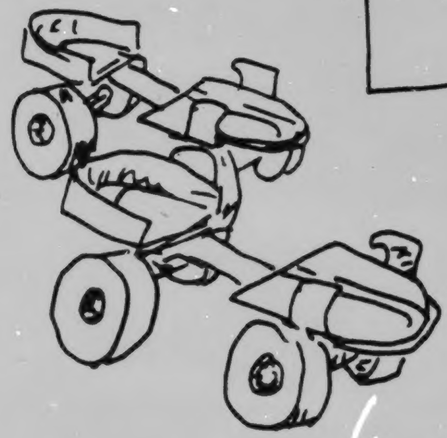

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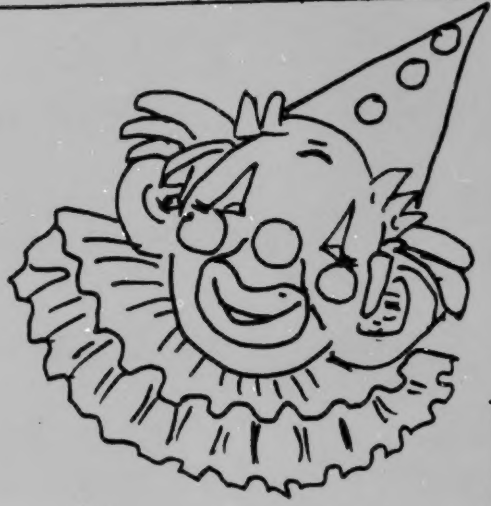

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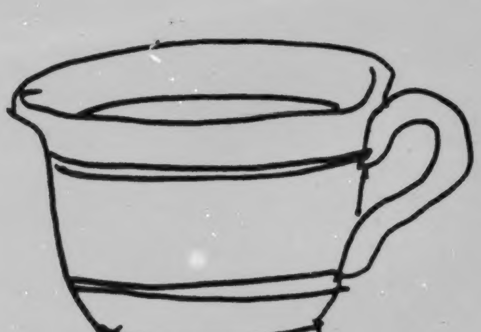

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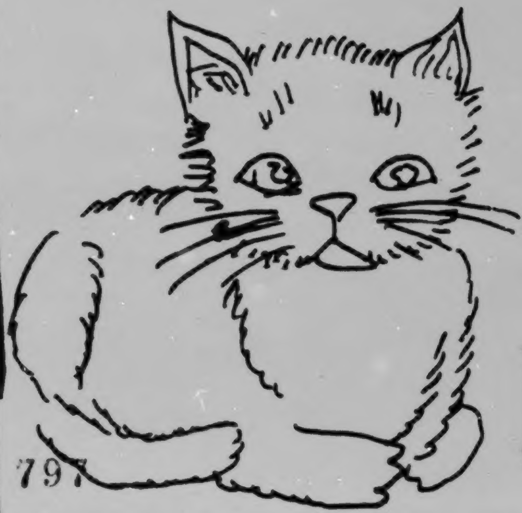

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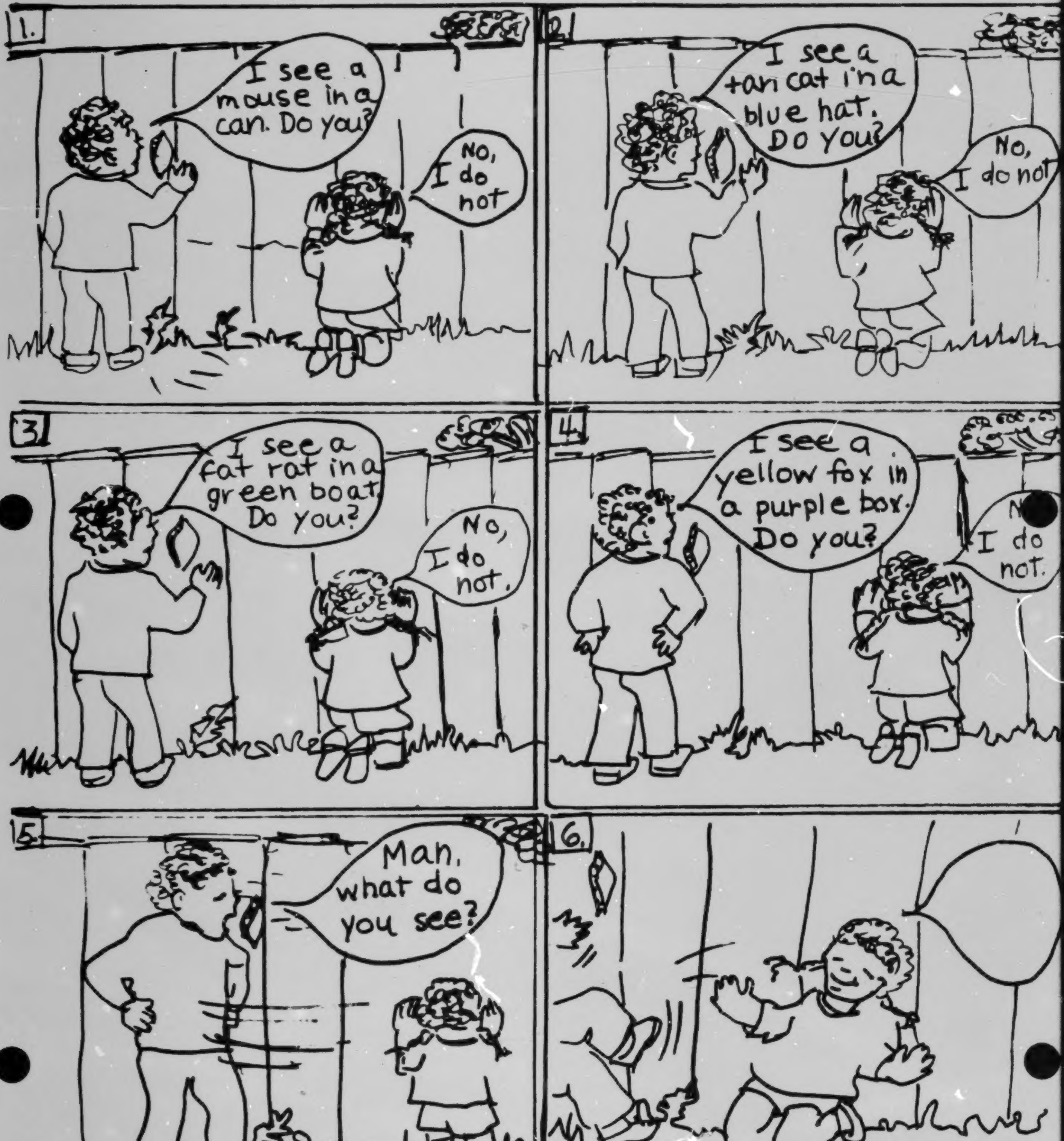
page 6

what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I see a mouse in a can. Do you?
No, I do not
2.
I see a tan cat in a blue hat. Do you?
No, I do not
3.
I see a fat rat in a green boat. Do you?
No, I do not.
4.
I see a yellow fox in a purple box. Do you?
No, I do not.
5.
Man, what do you see?
798
6.

LESSON SEVENTY-THREE

Instructions

In this lesson your child will review the letter R and the sound it makes. He will also meet the short sound the letter I makes in words like it and is. When you are taping the script, read any lower-case letter i that is underlined like the i in it.

Materials You Will Need

- 5 Worksheets
- Cut-out page
- Scissors
- Tape or paste
- Magic marker
- Crayons
- Pan or oatmeal box to be used as a drum

TAPING

Are you a good rememberer, (child's name)? Do you remember the sound RRRandy the RRRobot makes? It's the sound the letter R makes, too. Let's hear you say it rrreal loud. ..B E E P .. Did you say rrrr like in RRRandy RRRobot? Very good. Let's say it together three times: rrrr ... rrrr ... rrrr ... RRRight! Now get worksheet number one. .. B E E P ..

Here are some R-riddles for you to solve. Look at the top row of pictures ..(pause).. What do you see? .. B E E P.. Did you say an apple, a rrrecord, a tent, and a jar? Okay, now listen carefully to the riddle. What makes music that's really all right? The answer begins with rrrr, because this is an R-riddle. Can you find the picture that starts with R? .. B E E P .. What makes music that's really all right? ..(pause).. A rrrecord. RRRight (child's name)! Put an X on the picture of the

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record. ..B E E P..

Now look at the pictures in the next row. Can you find the answer to this R-riddle? What makes RRRandy RRRobot rusty? Find the picture that begins with R. ..B E E P.. What does make Randy Robot rusty, (child's name)? ..(pause).. If you said rrrain, you were rright. again. Put an X on the picture of the rain. ..B E E P..

Can you find the answer to this riddle in row three? What can you use to race down the road? Put an X on the picture that begins with R. ..B E E P.. Did you mark the roller skates? If you did, you got that one right too. Now here's the last R-riddle for you to figure out. The answer is in the bottom row of pictures. What ready rider rode in a rocket? Put an X on your answer. ..B E E P.. Which picture did you mark? ..(pause).. If you said the rabbit, you were absolutely right! You're a real great riddler, (child's name)!

Now get worksheet number two. ..B E E P.. What do you see in that picture? ..B E E P.. They're Indians, aren't they? They must be having a very important meeting because they're wearing their feathered headdresses. It must have something to do with that letter they're looking at. What letter is it? ..(pause).. The letter I. I is a very important letter because it's the first sound in Indian. Listen: i-i-Indian. Can you say that? i-i-Indian. Now you say it. ..(long pause).. Again: i-i-Indian. ..(pause).. Very good, (child's name).

Sometimes at their important meetings Indians sing chants and play drums. Here's a chant to help you learn the i-sound the letter I makes. Get the oatmeal box (or whatever you're using for a drum) so you can beat your drum while we chant. ..B E E P.. Ready? When I stop, you say what I just said:

(Note to the parent: Try to speak or sing these sylllables to a very strong beat so your child can keep time with his drum. Feel free to change the words or make up your own syllables. The important thing is that all the words have the short i-sound (like in it) in them).

Bi..bi..bi, bi, bi.. (Pause long enough for child to repeat)..
Di..di..di, di, di.. (Pause)..
Zig..zig .. zi, zi, zig ..(Pause)..
Bi, di, bi, di ..(Pause)..
Hip, hip, hip! ..(Pause)..

Very good, (child's name)! Let's do that again and this time walk around in a circle as you beat your drum. And let's hear those i-words nice and loud! Here we go!

Bi .. bi .. bi, bi, bi ..(Pause)..
Di .. di .. di, di, di .. (Pause) ..
Zig .. zig .. zi, zi, zig ..(Pause)..
Bi, di, bi, di ..(Pause)..
Hip, hip, hip! ..(Pause)..

Now get worksheet number three. ..B E E P.. What do you see? ..(Pause).. That's an Indian headband. Now get your magic marker. ..B E E P.. What letter do you see in the first feather? ..(Pause).. Did you say an F? Right! Under the feather is an I and an empty space. Write the letter F in the empty space next to the I. ..B E E P.. What letter is in the next feather? ..(Pause).. A T, right again! Under the feather is an I and an empty space. Write a T next to the I. ..B E E P.. What letter is in the next feather? ..(Pause).. An S, good. Write an S next to the I under the feather. ..B E E P.. What letter is in the last feather? ..(Pause).. An N, okay. Write an N next to the I under that feather. ..B E E P.. Now put your finger on the letters I and F under the first feather. ..(Pause) .. Do you know what word they make? Let's sound it out. The letter I says i. What sound does the F make? ..(Pause) .. ffff, right. Now put them together: i .. fff .. You say it. ..(Pause).. What word do they make? ..(Pause).. Did you say _if_? Very good, (child's name)! The letters I and F say _if_. Now see if you can read the word under the second feather? Put _i_ and _tuh_ together and what do you get? ..(Pause).. If you said _it_, you figured that out very well, (child's name)! Now look at the letters I and S. In this word the S makes a _zzz_ sound. Put I and _zzz_ together. Can you read that word? ..(Pause).. If you said _is_, you were right again! You're catching on fast. What about the last word, the one that I and N make. Can you read it? ..B E E P.. If you said _in_, you're absolutely right and I'm very proud of the way you can sound out words all by yourself! Now get your crayons and color the feathers. Color the feather that says _it_ red. ..B E E P.. Color the feather that says _if_ yellow. ..B E E P. Color the _is_ feather brown. ..B E E P .. Color the _in_ feather green. ..B E E P..

Now get worksheet number four. ..B E E P.. Long ago Indians lived in houses like these. Do you know what they're called? ..(Pause).. They're called _teepees_. Can you tell what's missing on the _teepees_? ..(Pause).. They all need doors. Get the cut-out page and you'll see the missing doors. ..B E E P.. Now take your scissors and cut out the doors. ..B E E P.. Spread the doors out on the floor (or table). ..B E E P.. Find a door with a _B_ on it. ..(Pause).. Paste the B-door on the number one teepee. ..B E E P.. Now put on your thinking cap. Can you read the word you just made? Put _buh_ in front of _it_ and what word do you get? ..B E E P.. Did you say _bit_? Very good thinking, (child's name). Now paste the F-door on the number two teepee. ..B E E P.. What word did you make this time? ..B E E P.. If you said _fit_, you were right again. Good word! Now can you paste one of the doors on the number three teepee so it says sit? Say the word .. *sit* .. What letter does *s*it begin with? ..(Pause) .. S, that's right. So now you know which door to paste on teepee number three, don't you. Go ahead, do it. ..B E E P.. Now make the word *p*it on the number four teepee. Say the word .. *p*it .. think what letter *p*it starts with. Make *pit* on teepee number four. ..B E E P.. On the number five teepee make the word *h*it. ..B E E P.. On teepee number six make the word *f*in. ..B E E P.. On teepee number seven make the word *t*in. ..B E E P.. Now you should have one door left. What letter is on it? ..(Pause).. If you have a B-door left, then you're a real winner, (child's name)! That means you put the right doors on *all* the teepees. Paste the B-door on the last teepee. ..B E E P.. What word does that make? ..(Pause).. Did you say *bin*? Right on, (child's name)! You're really reading today!

Now get worksheet number five. Indians nowadays don't live in teepees; they live in houses like these called *hogans*. This Indian boy wants to tell you about his house. I think you can read it all by yourself. First look at the words with circles around them. The word on the second line begins with the letter C. What sound does the letter C make? ..(Pause).. It says *kuh* and that word is *c*ool. Say it. ..*c*ool..(Pause).. Now look at the word with a circle around it in the next line. You saw it on one of the teepees. Can you sound it out? ..(Pause).. It sayd *it*, doesn't it. The little word, T, O, in front of *sit* says *to* .. *to sit* .. I like *to sit* .. Now look at the word in the last line with a circle around it. Sound it out ..(Pause).. I bet you said *fit*, didn't you? Good for you, (child's name). Now see if you can read the rest of the story. ..B E E P.. Now come and read me the story so I can see what a good reader you are. ..B E E P..

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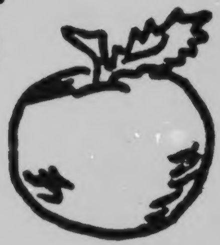

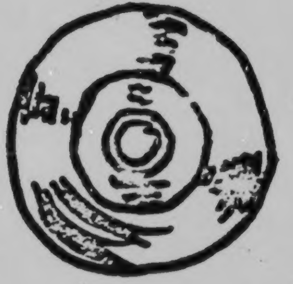

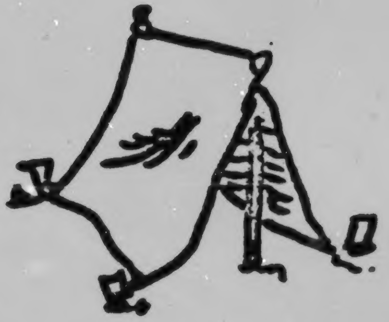

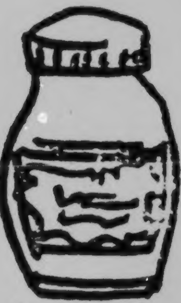

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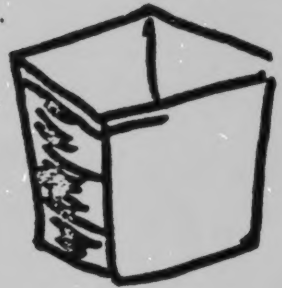

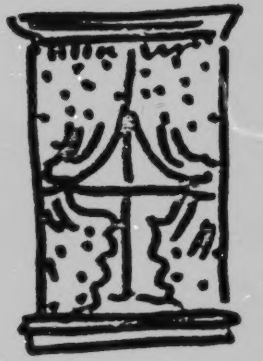

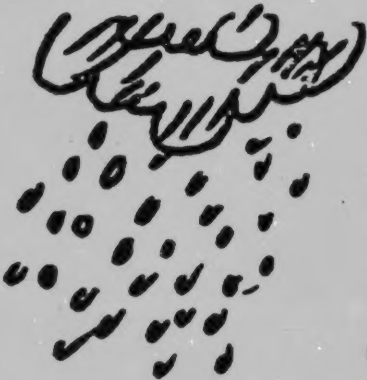

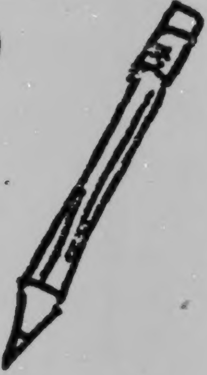

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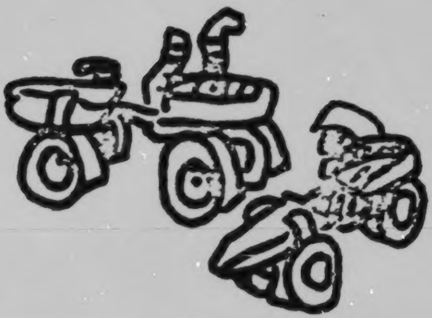

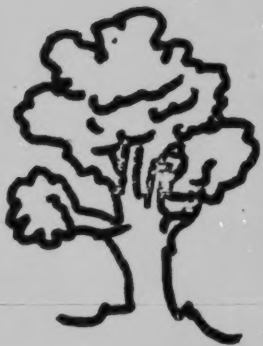

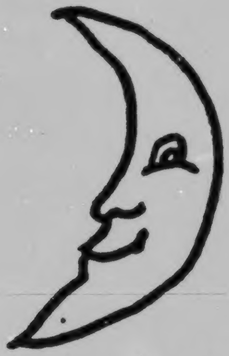

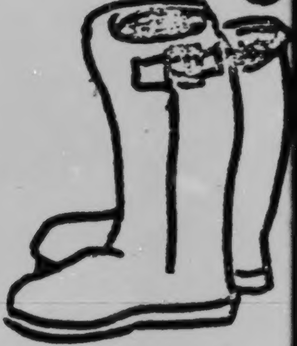

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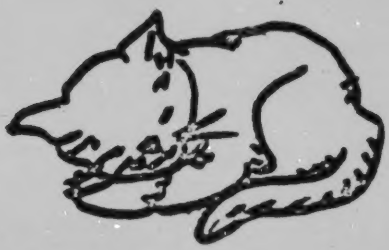

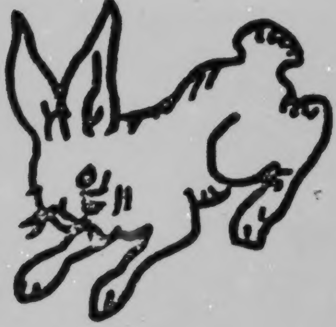

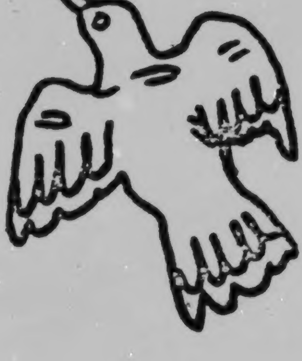

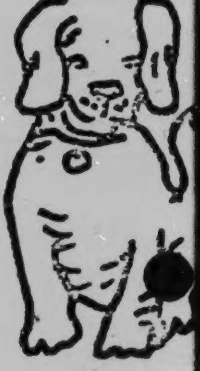

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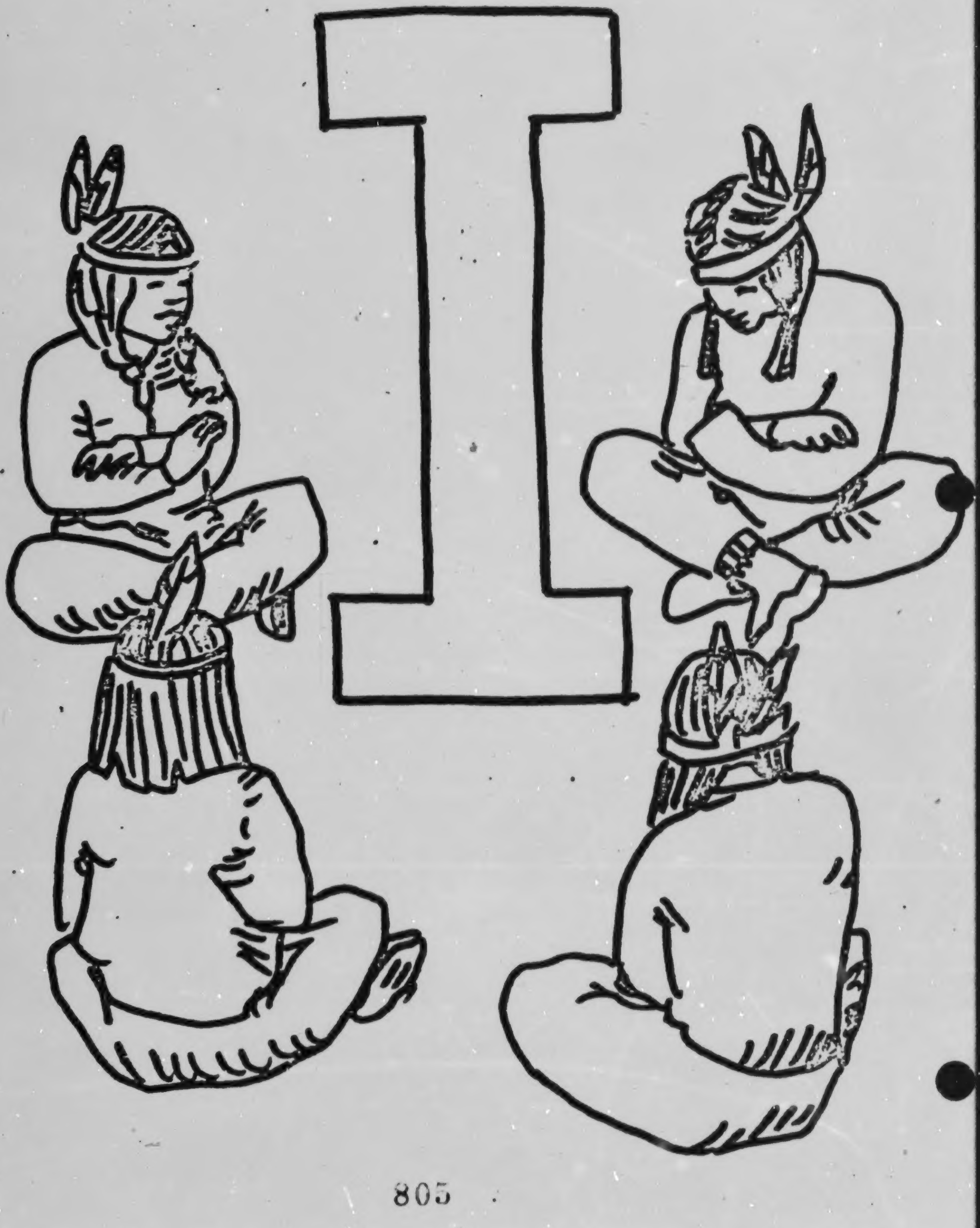
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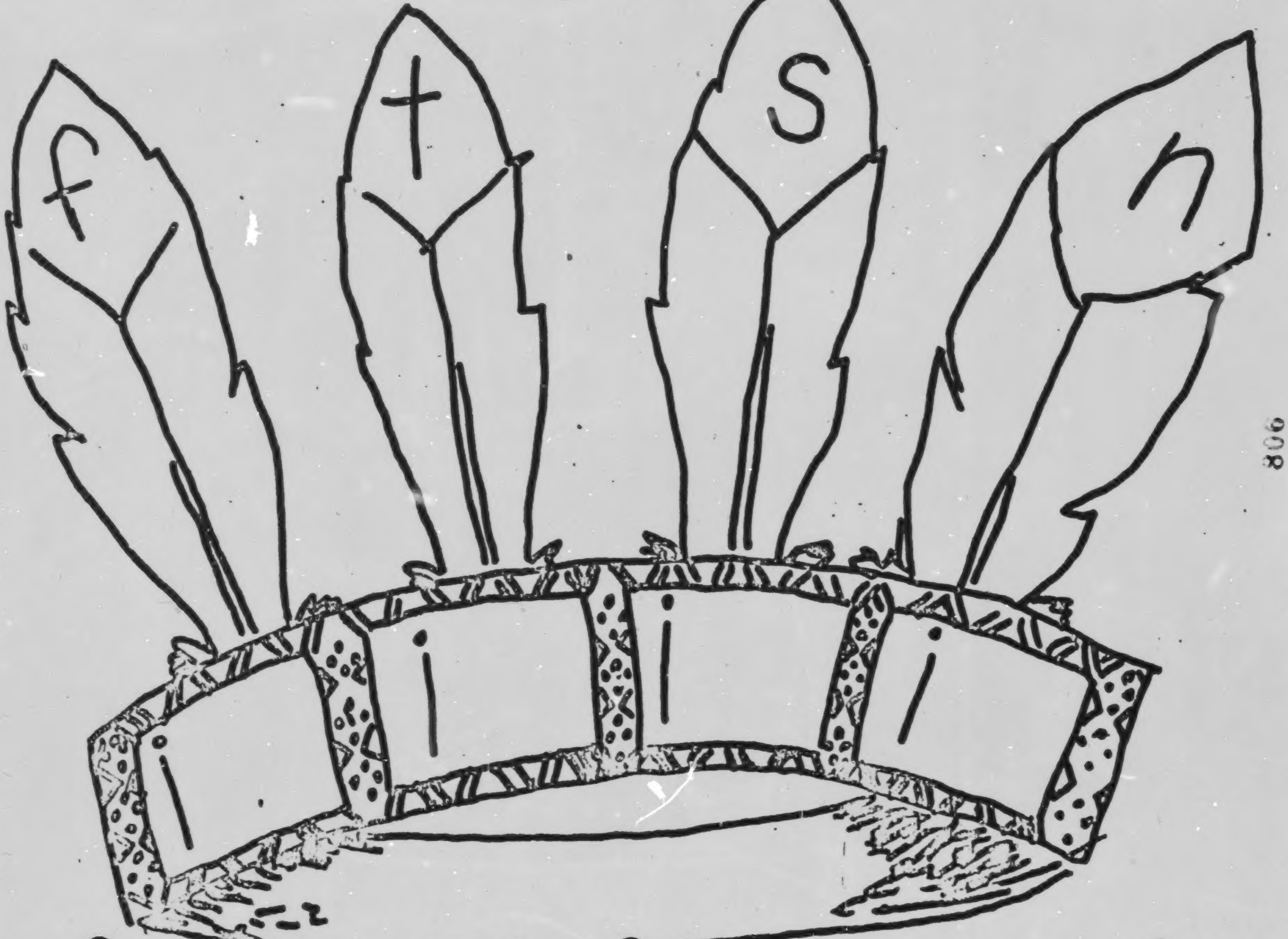
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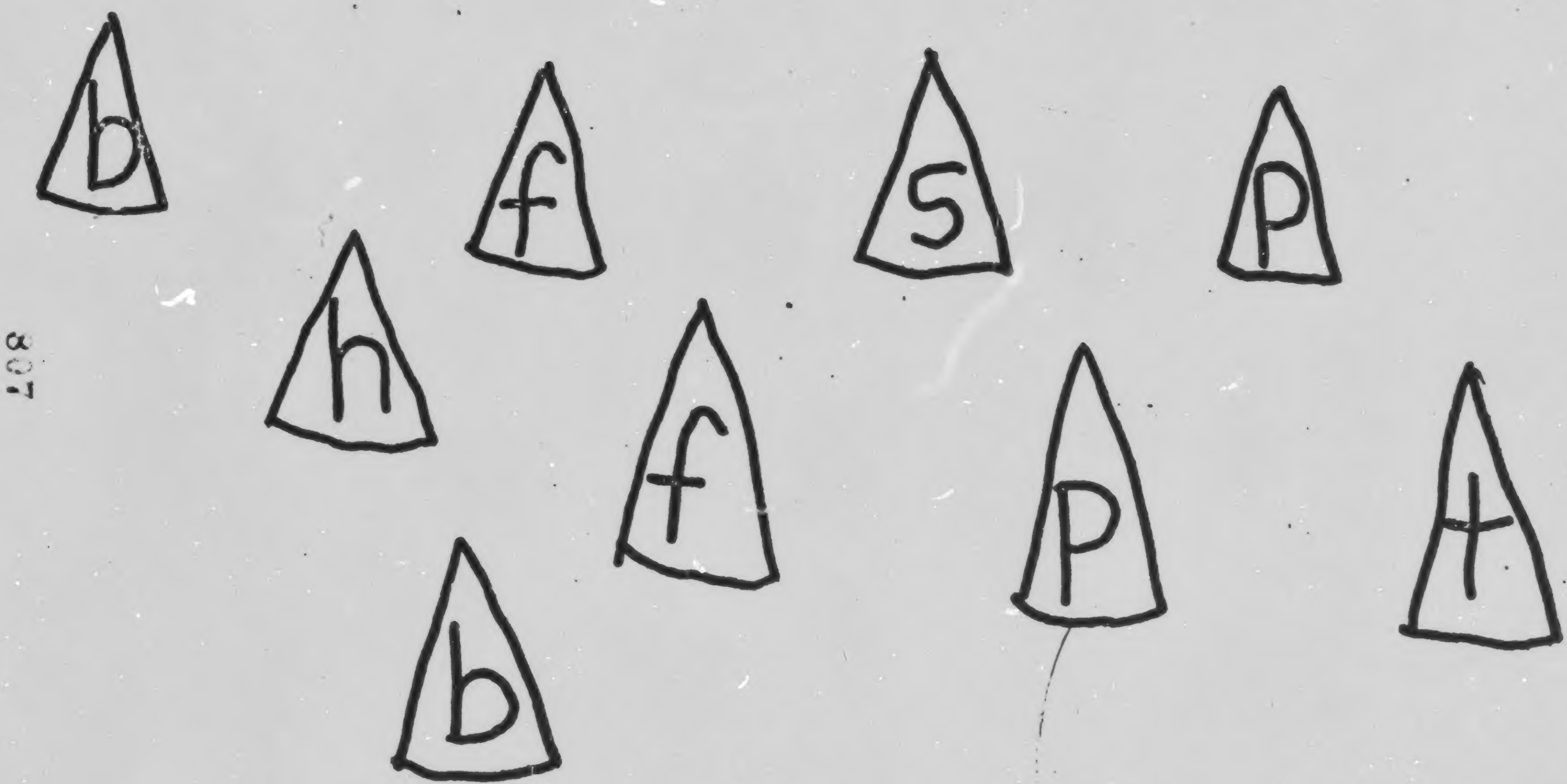

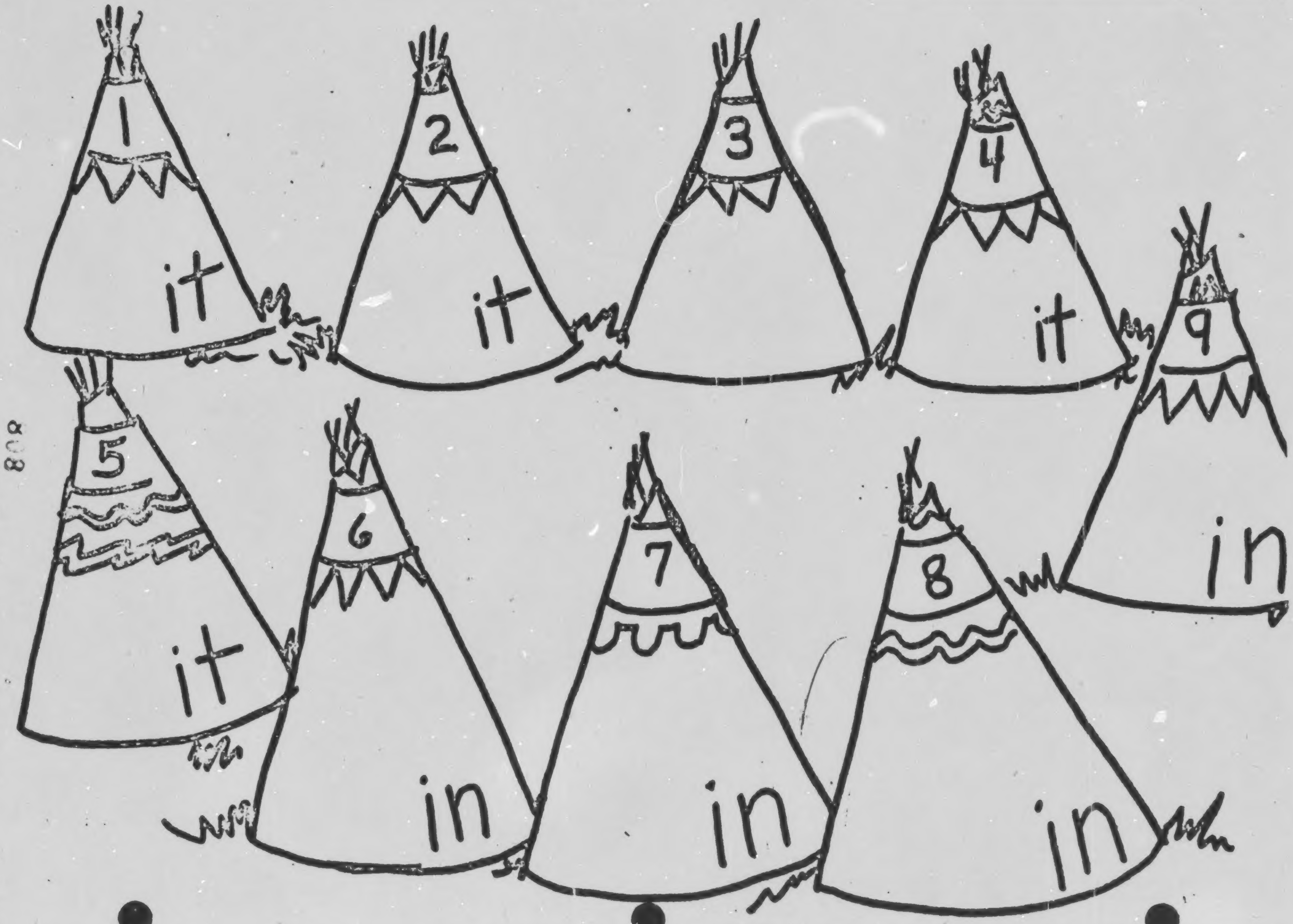
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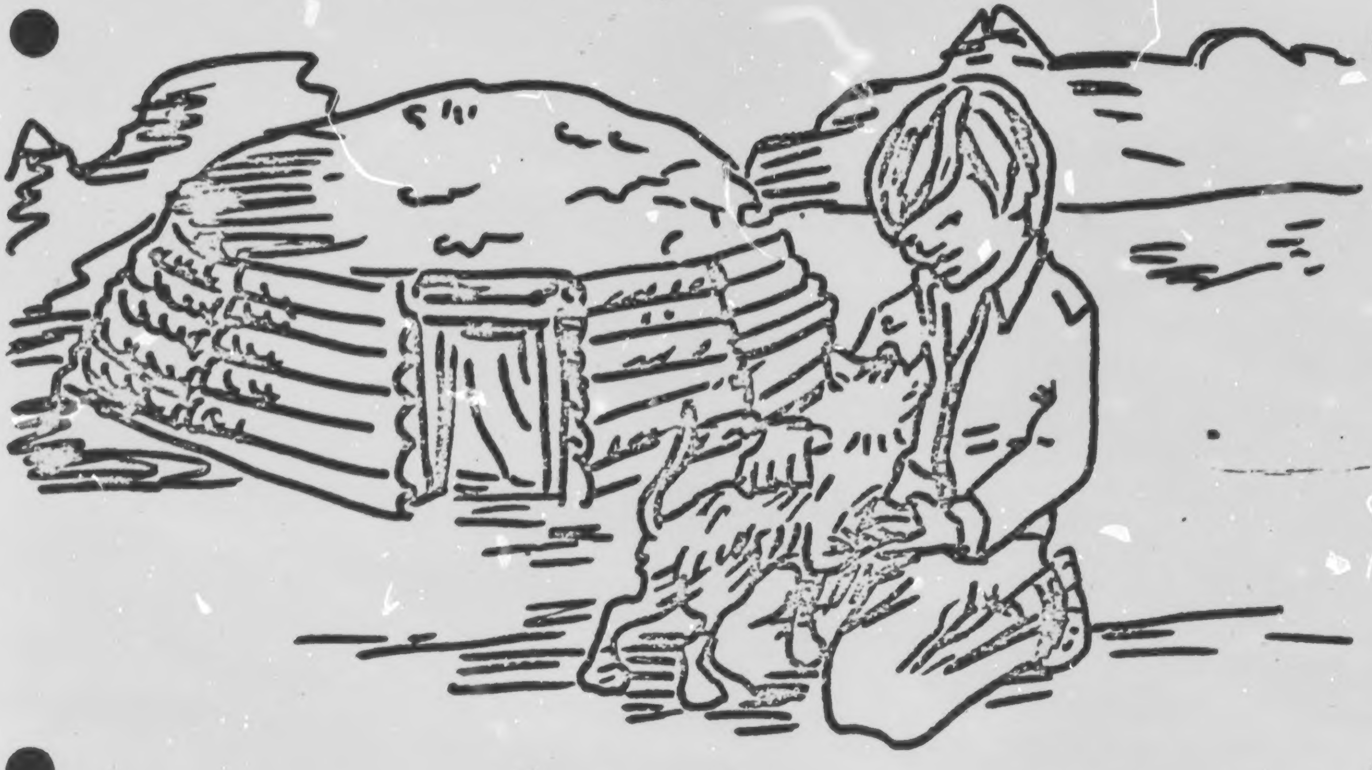

See my house.
It is cool in my house
I like to sit in my cool house.
Do you like to be cool?
If you do, I can fit you in
my house.

LESSON
SEVENTY-FOUR

Instructions

In this lesson your child will review the sound the letter I makes in words like is and it. This is called the short I sound. Just as in the last lesson, read any lower-case i that is underlined as the sound I makes in the word it. This lesson also introduces the letters X, Y, and Z to your child.

Materials You Will Need

5 worksheets
Magic marker
Crayons

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Taping

Bi . . bi . . bi, bi, bi . . Hip . . hip! Do you remember the Indian chant you learned in your last lesson, (child's name)? It helped you learn the new sound the letter I makes. Do you remember the short sound the letter I makes. Say it. . . (Pause). . i like in Indian. Say it again. . i - i - i. . . Today I have some i-riddles for you to figure out. You'll find them on page one. BEEP

First there's a very important question for you to read at the top of the page. Do you see the wiggly line after the word it? Point to it . . (Pause). . That's called a question mark. Can you read the question. BEEP It says "What is it?" Did you get it right? I hope so. Tell me again, (child's name). What's the question at the top of the page? BEEP What is it? Very good.

Now here are the riddles. I'll give you a clue. The answers all have the sound i in the middle. Listen carefully to the first one. . . . It's round . . It's pretty . . It's jewelry . . You wear it on your finger. What is it? BEEP Did you say a ring? If you did, you guessed my riddle. Get your magic marker and draw a ring in box number one. BEEP Now listen, here's the second riddle. The answer has i in the middle of it . . . It's small . . It has a sharp point . . You fasten diapers on a baby with it . . What is it? BEEP I bet you guessed that it was a pin. Groovy, (child's name). Draw a pin in box number two. BEEP

Here's the third riddle .. It's alive .. It swims .. You catch it with a worm on a line .. What is it? BEEP Did you say a fish? Very good. What sound is in the middle of fish? ..(Pause).. Did you say i? Good for you. Draw a fish in box number three. Here's the last riddle. It's a number. It comes after five. It comes before seven. What is it? BEEP Did you say a six? Right on, (child's name)! Six has what sound in the middle? ..(Pause).. If you said i, you're right again. Make a six in box number four. BEEP Now look at box number one. What does it say? Read it. BEEP Did you say, "It is a ring?" Very good. Read what it says in box two. BEEP Did you say, "It is a pin?" Good reading (child's name)! Now read what it says in box three. BEEP If you said, "It is a fish" you're doing great! What does it say in box four? BEEP Did you say, "It is a six?" Wow, (child's name), you're reading like a champion! And if you guessed all my riddles, give yourself a big star at the top of the page. BEEP

Now get worksheet number two. BEEP Some of the Indians you saw last time like to go hunting. Here is one of them with his bow and arrow. He's hunting for words with the same i sound that's in his name. Can you find the i sounds for him? Read the two words in the top row. BEEP Did you say fin and fan? Which word has the i sound in it? BEEP If you said fin, you were right. Get your Magic marker and draw an arrow through fin. Now read me the next two words. BEEP

Did you say **tan** and tin? Which word has the i sound in it? BEEP If you said tin, you were right again! Draw an arrow through tin. BEEP Now look at the next two words. One of them has an i sound in it. Draw an arrow through the i -word. BEEP Keep going, hunter, and let's see how many more i- words you can catch. BEEP Did you draw an arrow through hit? ..(Pause).. Did you draw an arrow through pin? ..(Pause).. Did you draw one through bit? ..(Pause).. And another through fit? ..(Pause).. Did you draw one through his? ..(Pause).. Good hunting, (child's name)! Now start at the top and read me all the i -words you caught. What's the first word? ..(Long Puase).. Fin. Good. What's the next one? ..(Pause).. Tin. Okay, what comes next? ..(Pause).. Hit, right again. What's the next one? ..(Pause).. Pin, that's right. What's next? ..(Pause).. Bit. Good. Next. ..(Pause).. Fit, that's right. And the last one is. ..(Pause).. His. Right on, (child's name)!

Now get worksheet number three. BEEP Here's a silly story for you to read. Look at the first sentence. Can you read it? BEEP Did you say, "Fat cat sat on a pin?" Very good! What happened next? Read the next line. BEEP Did you say, "His hat hit the fan?" Okay, then what happened? Read the last line. BEEP Did you say, "Fat cat had a fit?" Very good, (child's name)!

Now get worksheet number four. BEEP What do you see? BEEP Three railroad cars, the last three cars on the train. There are letters on the cars, too. The first car has an X on it. Color the X any color you want. BEEP The second car has a Y on it. Color the Y any color you want. BEEP The third car has a Z on it. Color the Z any color you want. BEEP Do you know why X, Y, and Z are on the last three cars of the train? ..(Pause).. It's because X, Y, and Z are the last three letters of the alphabet.

Now get worksheet number five. BEEP Here are some brakemen from the train. They're the men who work the brakes. Look at the three men at the top of the page. What letter does the first brakeman have on his hat? ..(Pause).. An X, right, (child's name)! Color Brakeman X's hat yellow. BEEP What letter is on the second brakeman's hat? ..(Pause).. A Y. Right again! Color Brakeman Y's hat purple. BEEP And what letter is on the third brakeman's hat? ..(Pause).. A Z! Good for you, (child's name)! Color his hat red. BEEP Now find all the other brakemen with X's on their hats and color the X-hats yellow. BEEP Find the other Y-hats and color them purple. BEEP Find the Z-hats and color them red. BEEP

Very good, (child's name)! The letters X, Y, and Z come at the end of the alphabet. Can you guess what else they come at the end of? ..(Pause).. This lesson! We'll do some more things tomorrow. BEEP

So you don't need to color it at all. Skip the second star and put your finger on the third star in the row. . (Pause) . . Color it green. . BEEP . . Color the next star red. . BEEP . . Next comes a white star, so don't color that one at all. . . Skip a star and put your finger on the sixth star. What color will that one be? . . (Pause) . . Did you say green? . . . Very good, (child's name). Color the sixth star green. . BEEP . . Now finish the design. Make a red star, then a white one and then a green one all across the row. If you're not sure how to do it, call me. . BEEP . .

Let's make some more designs at the bottom of the page. First let's make a row of S's. Point to the big letter S. . . Point to the little S next to it. Next comes a big S, then a little S. Take your magic marker and finish the row of big and little S's all the way across the page. . BEEP . .

There's one more row of shapes. Point to the shape on the left. . . What is it? .. (Pause) .. A circle. What's next to the first circle, (child's name)? . . (Pause) . . Another circle. Is it big or little? . . (Pause) . . It's little. What comes next? . . (Pause) . . A square. Very good. Is the square big or little? . . (Pause) . . It's big. Good. What about the next shape? What is it? . . (Pause) . . A little square. What's next? . . (Pause) . . A big circle. Now what do you think will come next in the design, (child's name)? . . (Pause) . . Look at the first two circles. What comes after the big circle? . . . Point to it. A little circle. Take your magic marker and draw a little circle now . . BEEP . . What will you make next? . . . A big square. Very good. Draw it next to the little circle. . BEEP . . What will come next? . . (Pause) . . A little square. Finish the design across the page. . BEEP . . Now color the squares and circles any colors you like. . BEEP . .

African people often make designs like the ones you made. They make designs on their clothes, on blankets, and on lots of other things. Do you know what you just made a design on?

. . . A place mat. You can put it under your plate at supper tonight. After the lesson, if you like, you can make somemore place mats for the rest of the family too.

Children who live in Uganda play a game called Nsikwi. Can you say that? Try it. . . Nsikwi (En seek' we) . . (Pause) . . Here's how to play the game. Get page four. . (Pause) . . How many circles do you see? . . . Count them. . BEEP . . Did you count ten circles? . . . Very good. Now get the rolled up pieces of paper. Count how many there are. . BEEP . . There should be ten paper tubes. Are there? . . (Pause) . . Get down from the tape recorder now. . (Pause) . . Put page four on the floor. . (Long Pause) . . Get the paper tubes and put one on each circle on the worksheet. . BEEP . .

Now get the potato (ball, lemon or whatever you're using) . . (Long Pause) . . Take three big steps away from the ten pins. . (Long Pause) . . Roll the potato and see how many pins you can knock over. If you knock them all over, you win the game. . BEEP . . Did you knock down all the pins, (child's name)? . . . Call me, and I'll try to play your African game with you. . BEEP . .

74-1

What is it?

1. It is a

2. It is a

3. It is a

4. It is a

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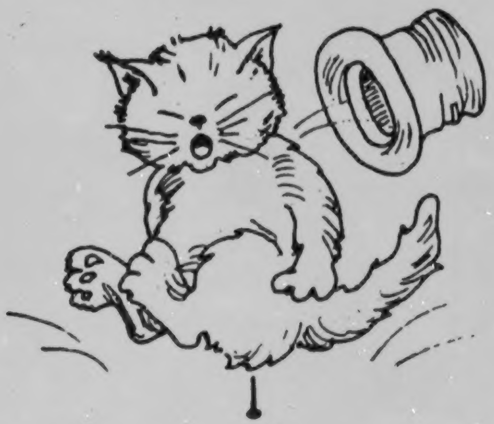
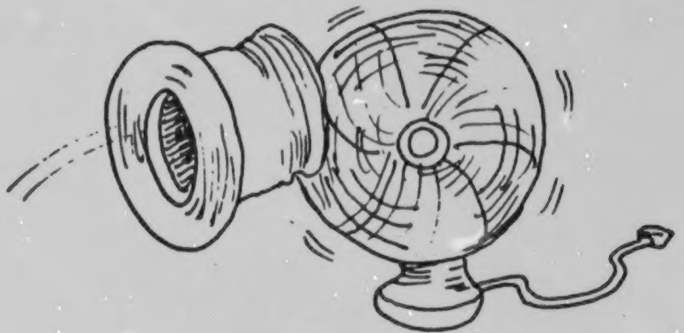
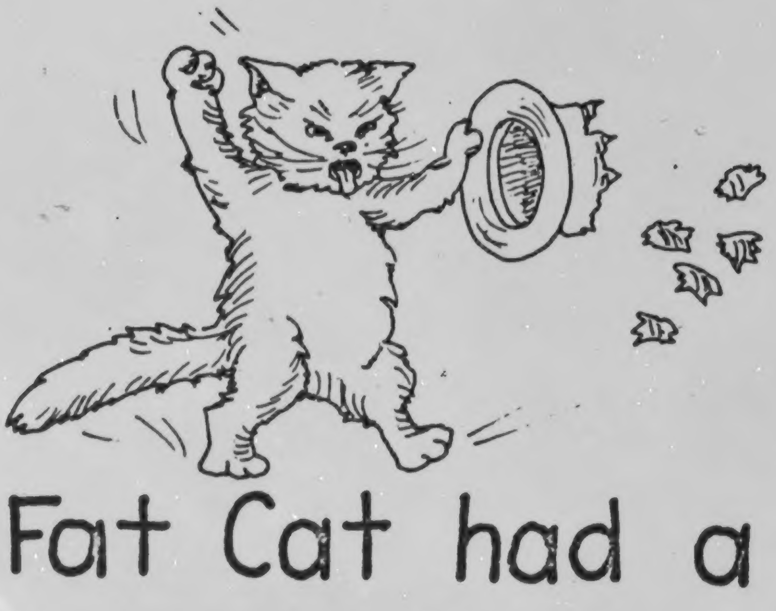


Fat Cat sat on a pin.

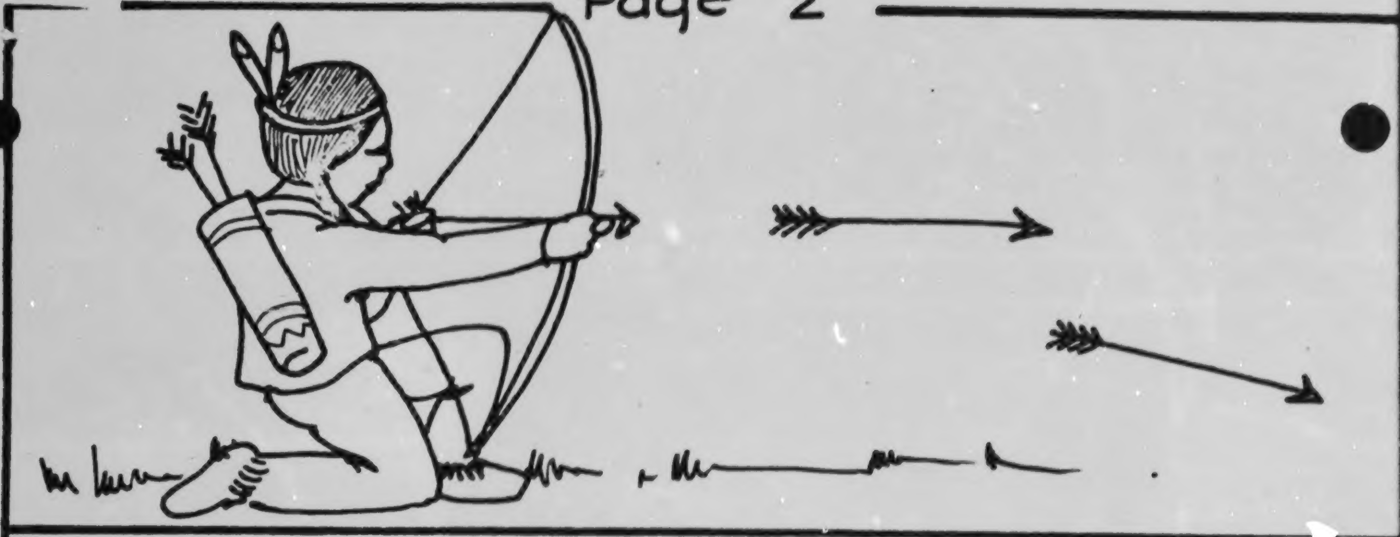


His hat hit the fan.



Fat Cat had a fit !

74-2



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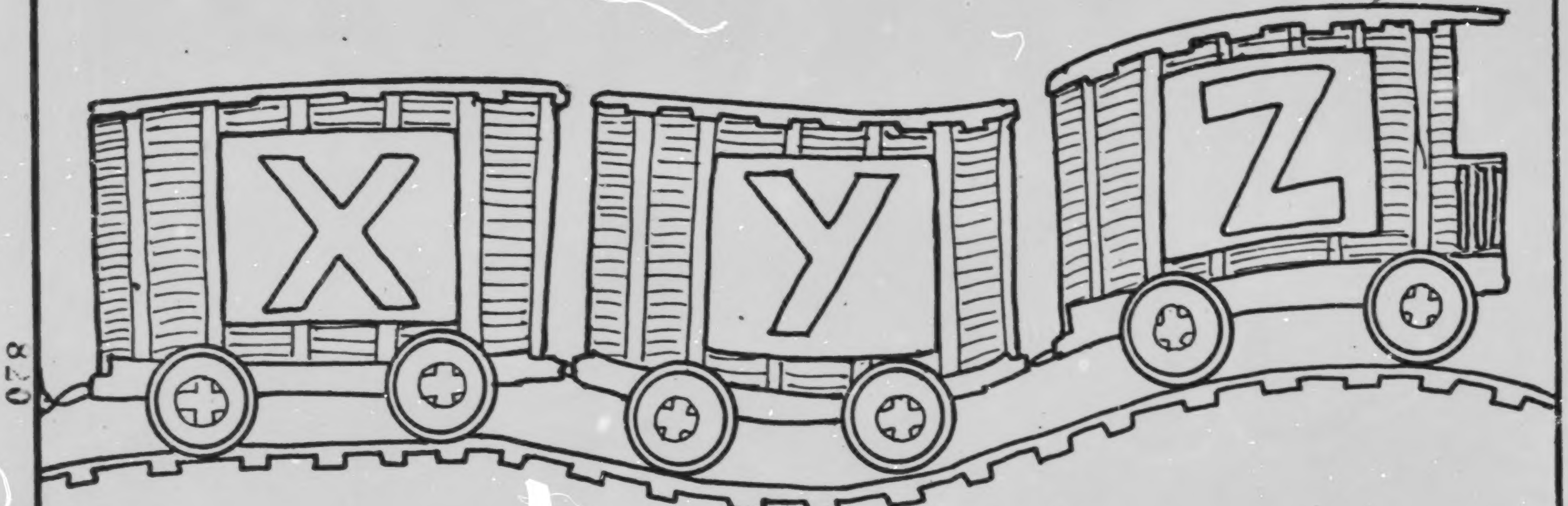
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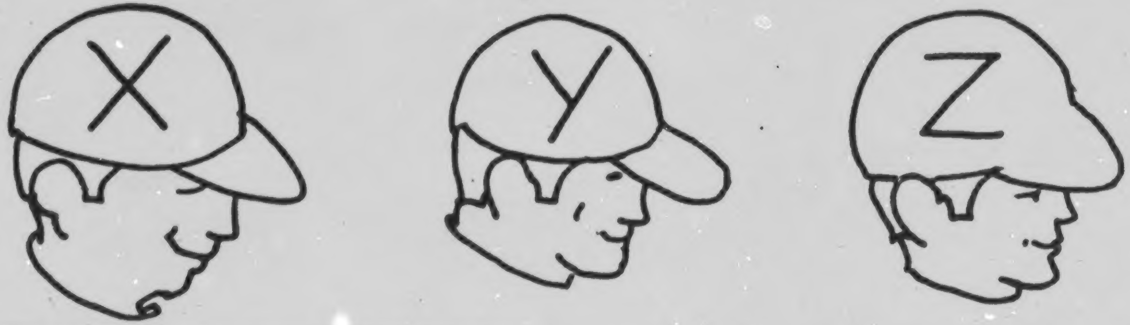

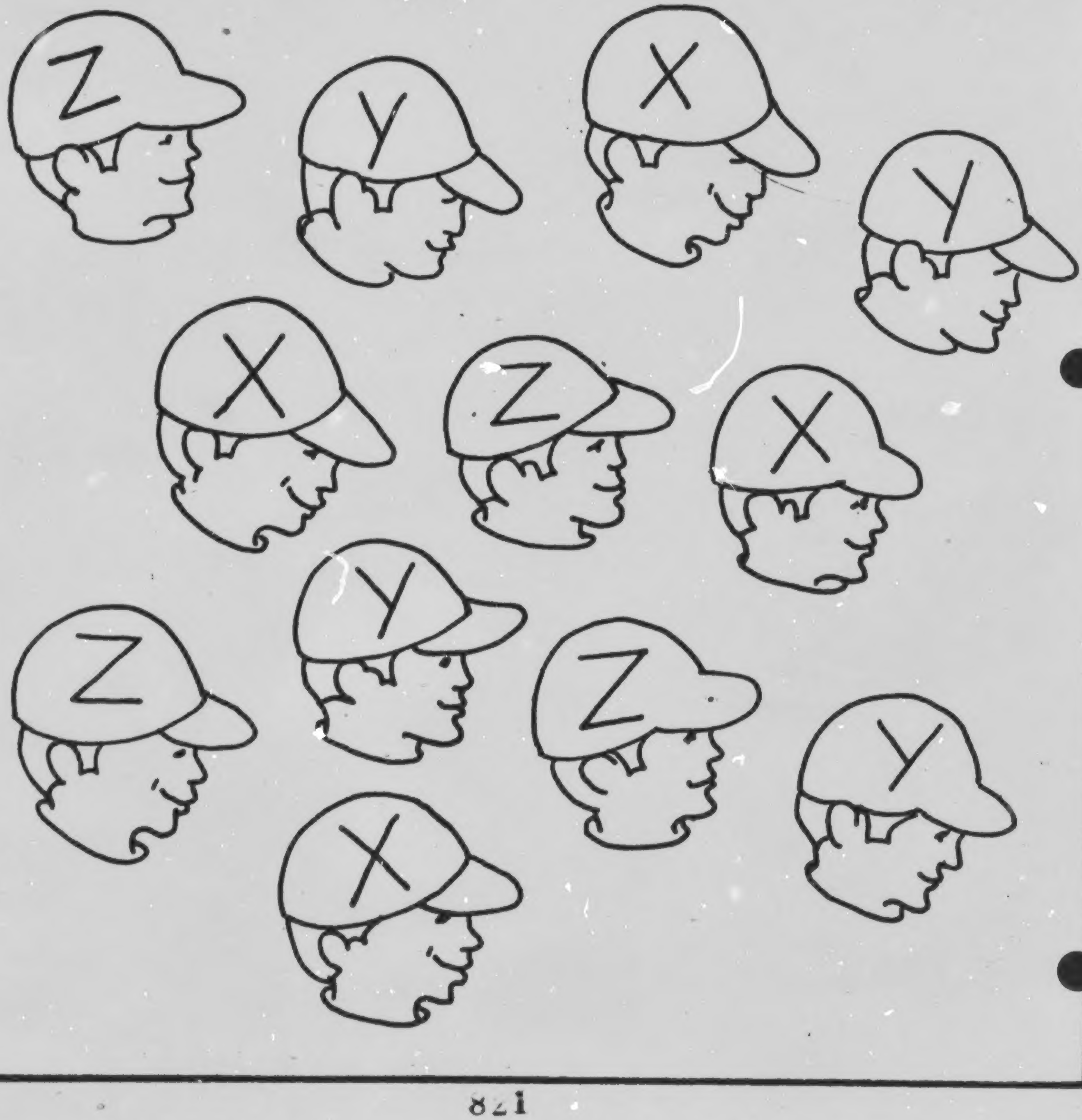
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LESSON
SEVENTY-FIVE

Instructions

In this lesson your child will meet a new sound - the sound the letters T and H make when they appear together at the beginning of a word. This is called a blend, because two consonants blend together to make one single sound. Whenever you see th underlined at the beginning of a word, be sure to stress the sound so your child can learn to identify it. This is a sound that is sometimes hard to distinguish on tape, so try to stretch the sound out as much as possible so your child can hear it clearly.

Materials You Will Need

5 worksheets
Magic marker
Scissors
Paste or tape
Crayons

Taping

Are you ready for today's lesson, (child's name)? Look at worksheet number one. BEEP What letters do you see? BEEP A T and an H , right! The letters T and H are very good friends. You'll see them together in lots of words. Whenever T and H are together they make a special sound. They say th like in think and thank. Let's hear you make the sound T and H make: th . . . th . . . th . . . Here are some words that begin with th. You say them after me. Be sure you put lots of th- sound at the beginning of each word. Ready? Thunder . . (Pause). . Thursday . . (Pause) . . thirty . . (Pause). . thumb . . (Pause). . thread

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..(Pause).. Thanksgiving . (Pause).. Very good, (child's name). Now here's a silly poem with lots of th sounds in it. Listen carefully and see how many you can hear.

Thirty thousand thumbtacks spilled on the floor.
Thirty thousand thumbtacks, and not a one more
Poor Thelma dropped them. She ran for a cup
And spent thirteen Thursdays gathering them up.

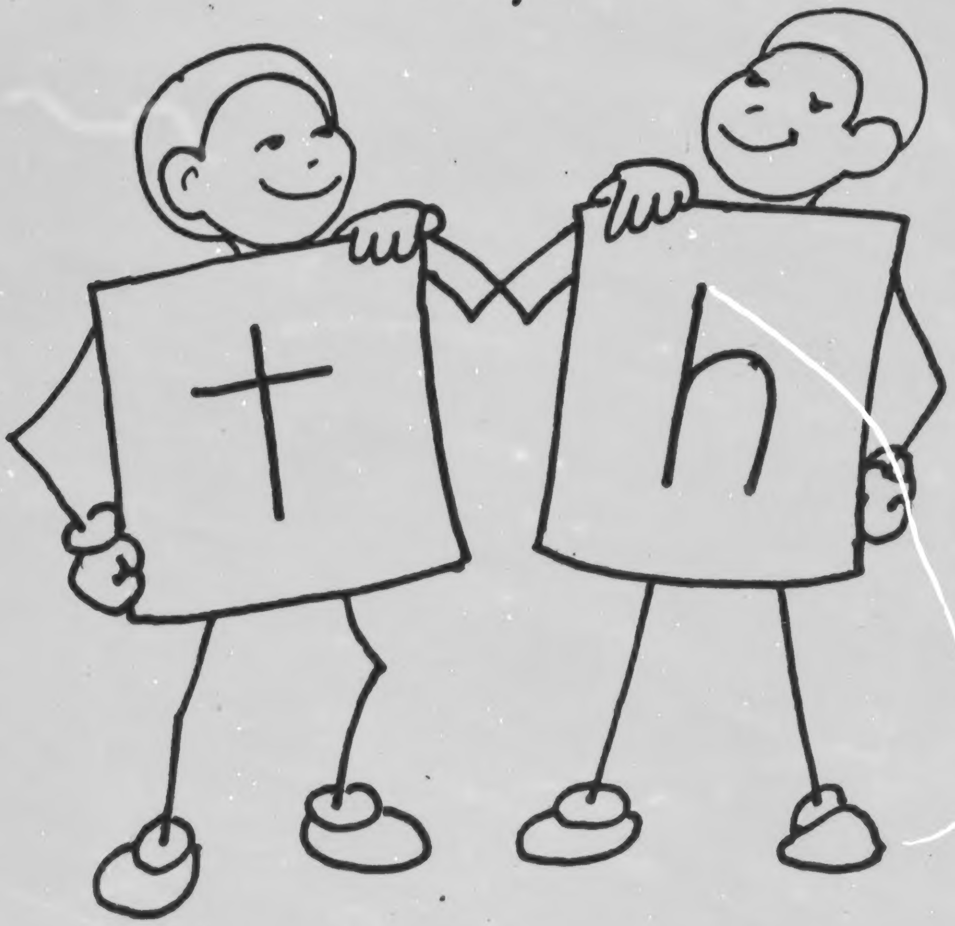
Aren't you glad you don't have to pick up thirty thousand thumbtacks, (child's name)? Now get worksheet number two BEEP Do you see the row of little circles at the top of the page? Pretend they're red thumbtacks and color them red. BEEP

Now let's put red thumbtacks in all the pictures that start with th. Look at the picture in box one. What do you see? ..(Pause).. Did you say some thread? Right! Does thread start with a th? Say it again .. thread ..(Pause).. Yes, thread does start with th so color the circle in box one red. BEEP Now look at the picture in box two. If it starts with a th, make a red thumbtack on it. If it doesn't start with a th, don't color the circle in the box. BEEP Now do picture number three. BEEP Finish the rest of the pictures the same way. BEEP Did you put red thumbtacks on the thread, the three, the thumb, and the thermometer? If you got them all right, give yourself a big, red star at the top of the page. BEEP

Now get worksheet number three. . B E E P. . . . We're going to meet some more th-words. Get your scissors and cut out the four boxes at the bottom of the page. . B E E P. . . . Now get the glue. . (Pause). . Take the E you cut out and paste it next to the first T-H. . B E E P. . . The word you made is an old friend. Can you read it?. . (Pause). . If you said the, you're right! Good for you, (child's name)! Now find the word you cut out that says at. . (Long Pause). . Paste at next to the second T-H. . B E E P. . . Do you know what word you made this time? . . Let's sound it out. What sound do the letters T and H make?. . (Pause). . Th is right! Now put th with at. . . th. . at. . . and what do you get?. . (Pause) . . That is the new word you just made! Good work, (child's name)! Now find the word you cut out that says is. . (Long Pause). . Paste is next to the third T-H. . B E E P. . . Can you figure out the word you made? . . Put th and is together. . . th. . is. . and what do you get?. . (Pause). . If you said this, you're absolntely right! Now there's just one little word left. What is it?. . (Pause). . . An is the word. Paste the an next to the last T-H.. . B E E P. . . What word did you make this time?. . (Long Pause). . If you said than, you were really thinking, (child's name)! Very good! Now let's read all the words again. Start with your old friend at the left. What does he say?. . (Pause). . Did you say the? Very good! Now tell me what your new friends say. . B E E P. . . Did you say that, this and than? Right on, (child's name)! I'm really proud of the way you're reading!

Now get worksheet number four. . (Pause). . Look in box number one. Can you read what it says?. . (Long Pause). . Did you say, "This is Dan"?. . That's right, (child's name)! Now read what it says in box two. . . (Long Pause). . If you said, "This is Pam", you're right again. Now read the rest of the page. If you need help, call me. BEEP

Now get worksheet number five. BEEP There's a picture hiding on this page *I* don't know what it is. Can *you* find it? Get your crayons and make each space the color that's written inside it. BEEP I can't wait to find out what the hidden picture was. If you found it, (child's name), come and show it to me. BEEP



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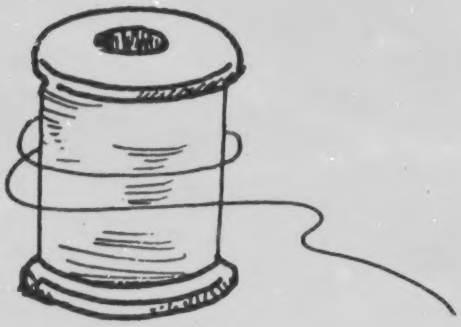

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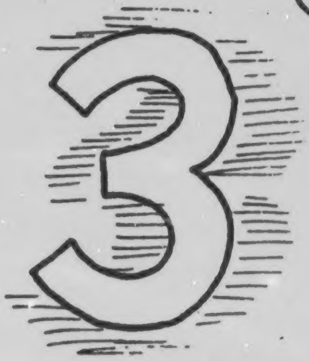

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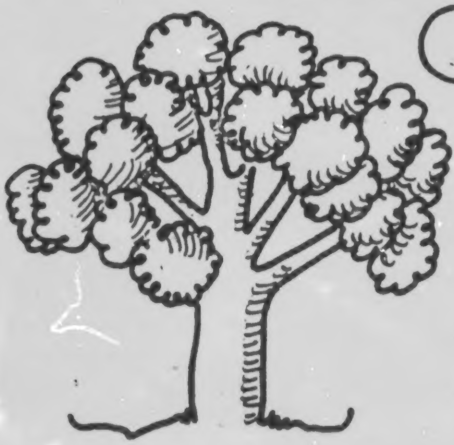

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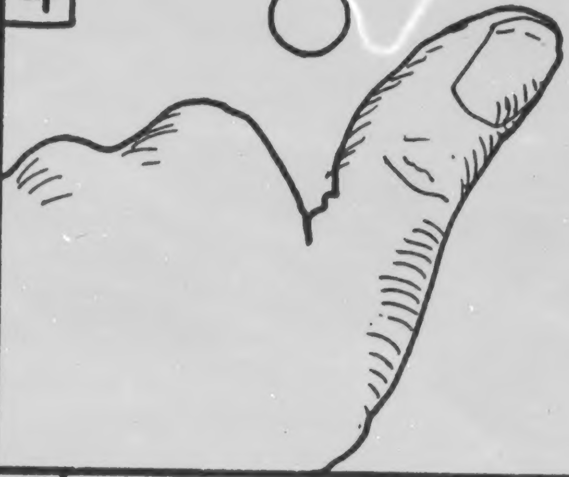

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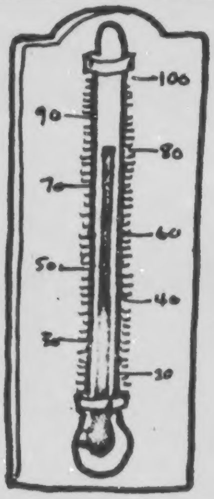
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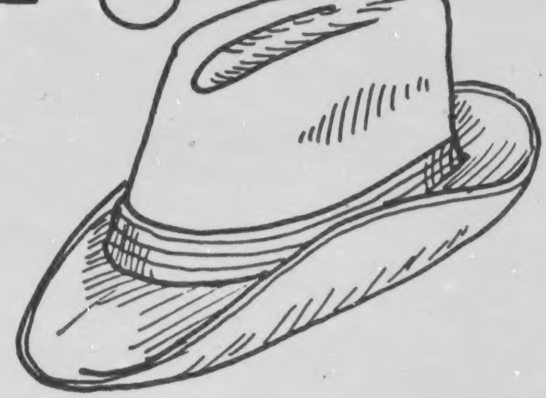

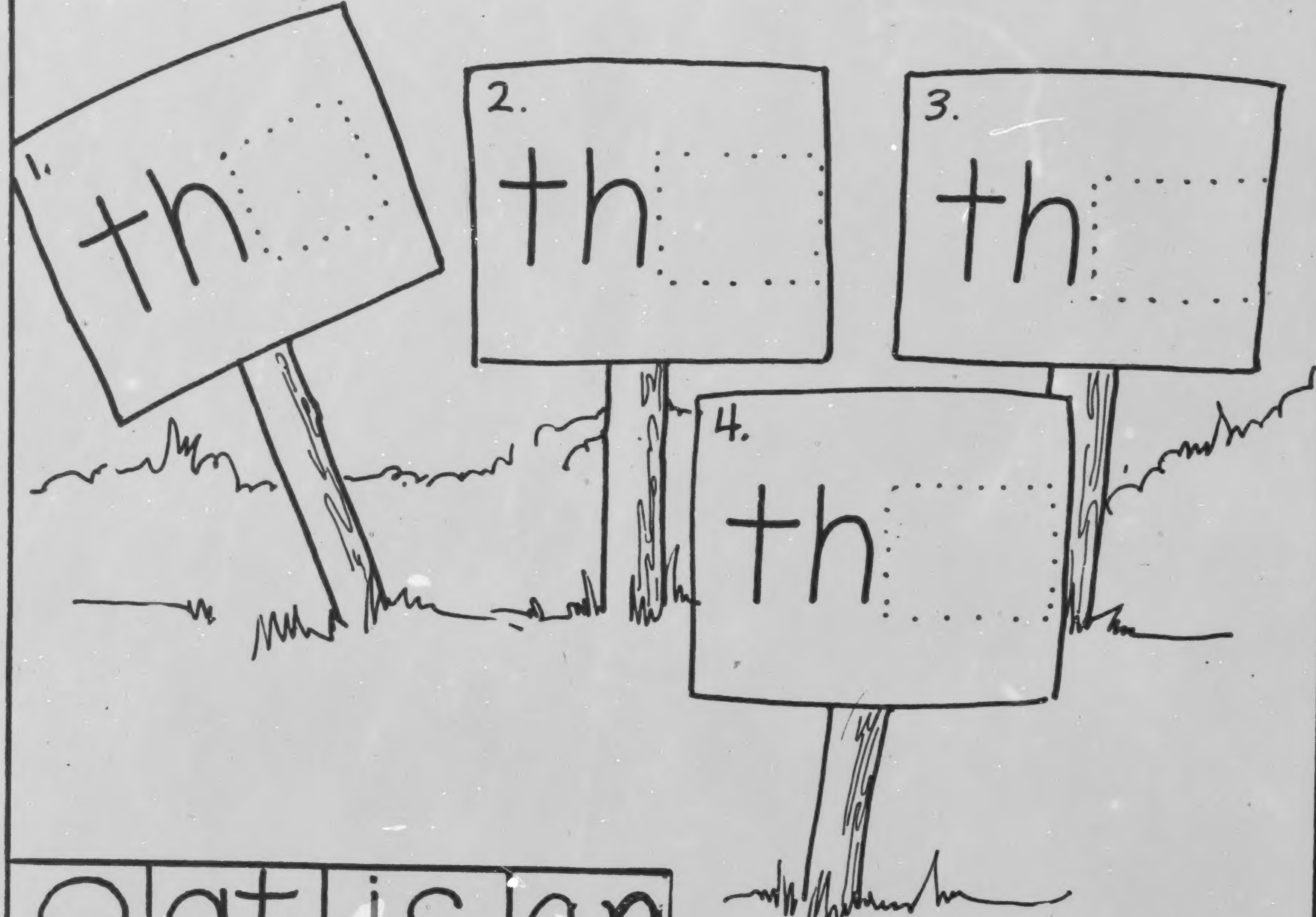
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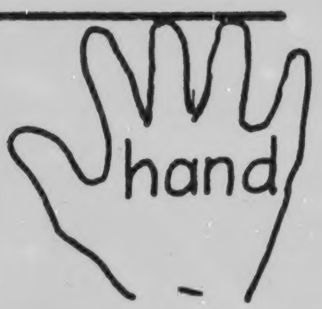

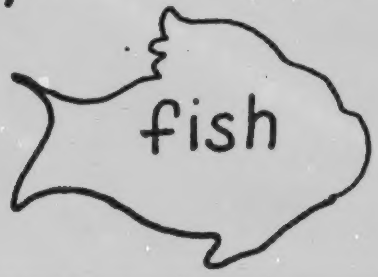

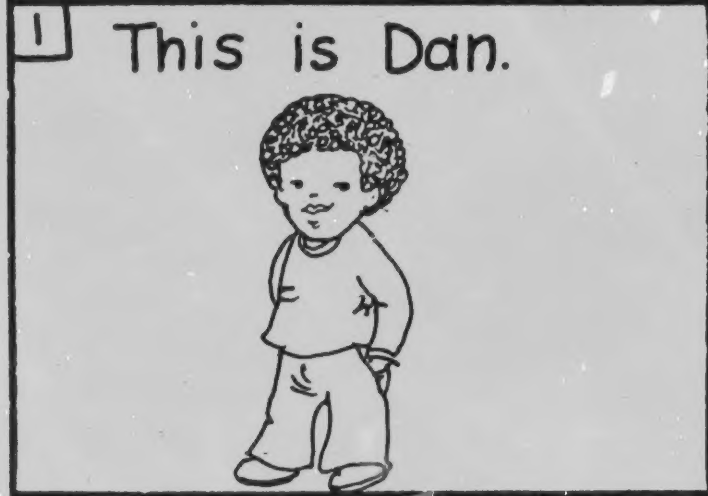
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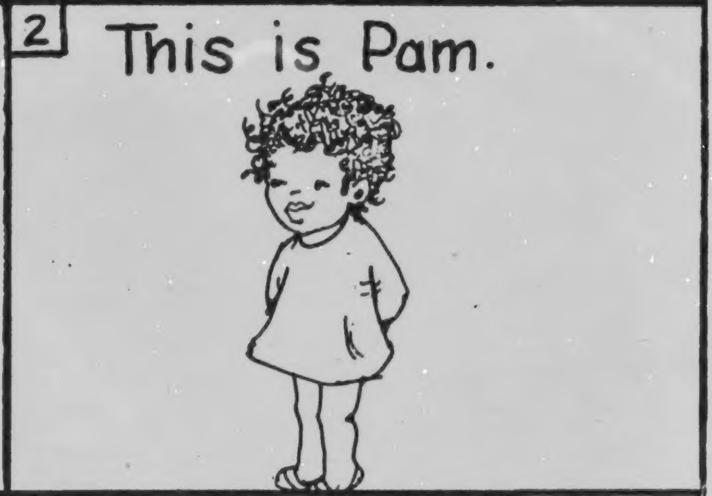
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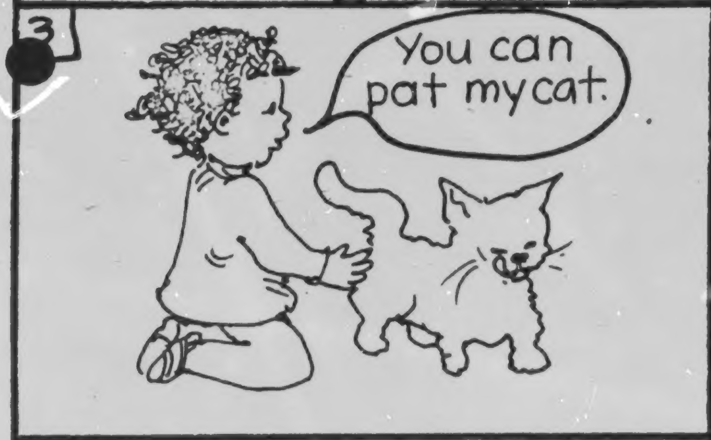
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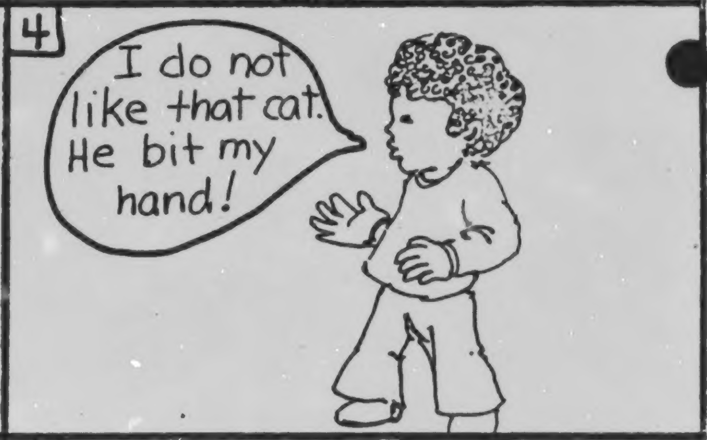
You can pat my cat.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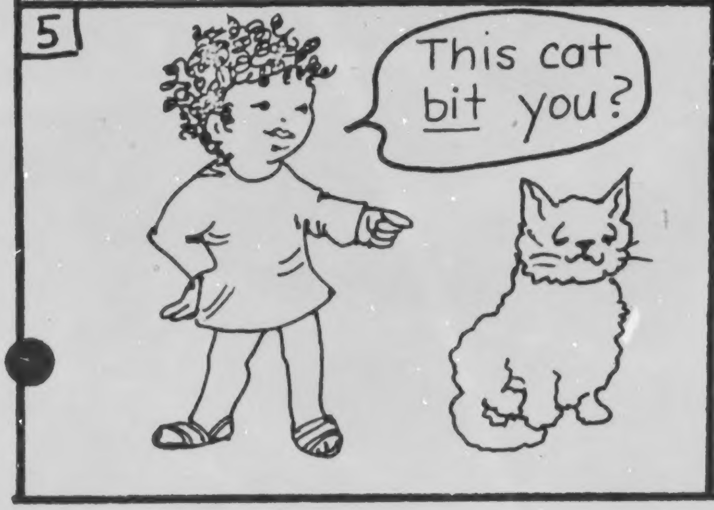
I do not like that cat. He bit my hand!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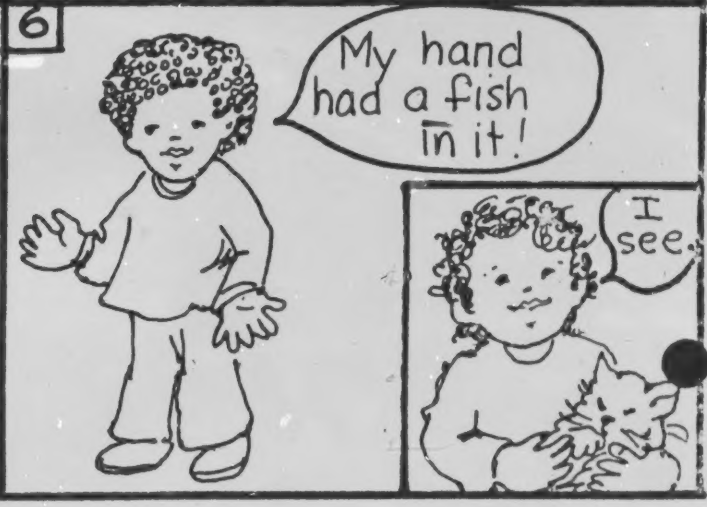
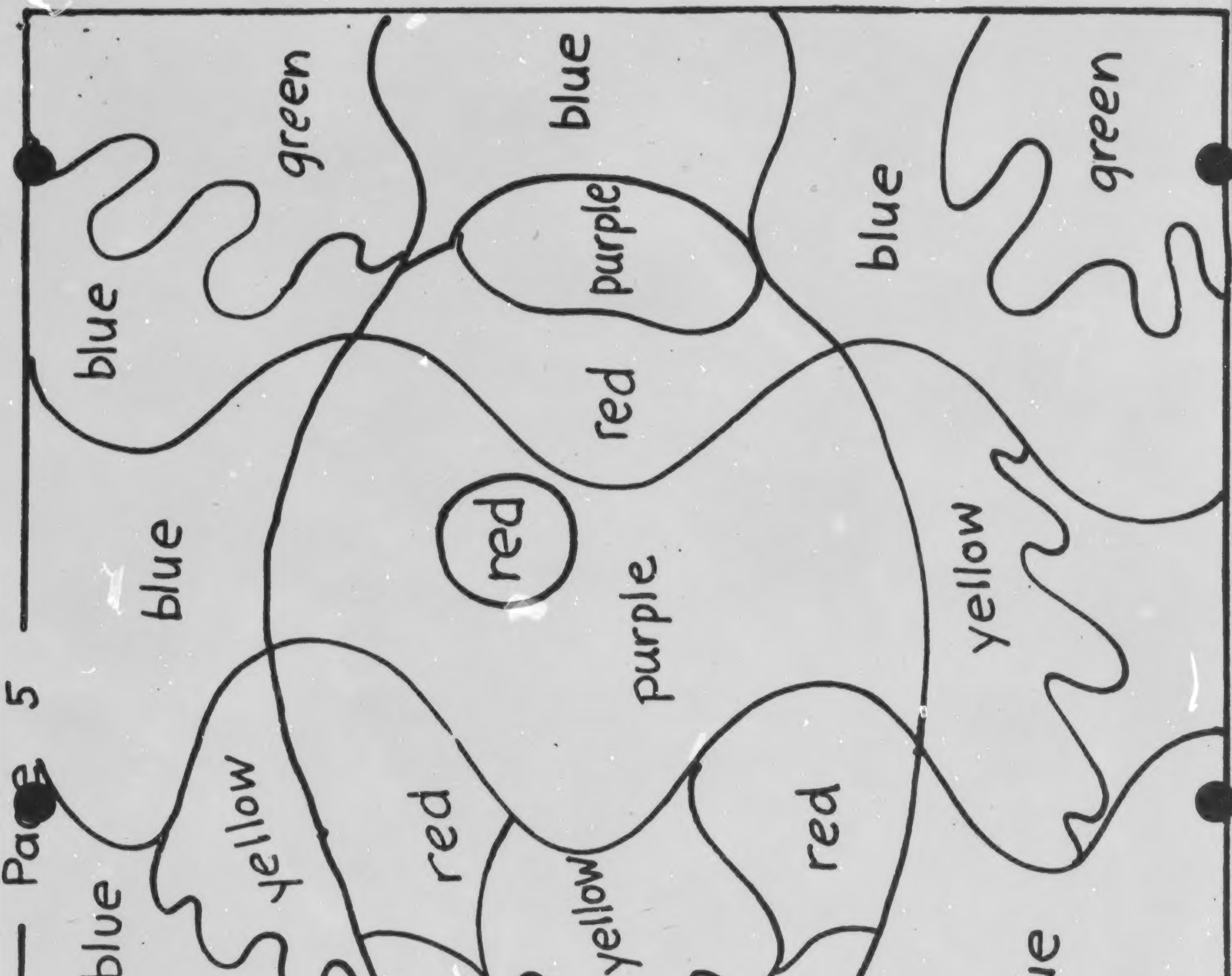
This cat bit you?


6
My hand had a fish in it!
I see.

Page 5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75-5

LESSON SEVENTY-SIX

Instructions

In this lesson your child will meet the letter G. When you see a G underlined, be sure to stress the guh sound it makes. Worksheet 3 asks your child to use gummed letters. If you don't have all the letters called for (M, F, P, R, G, I, D, A), you can tell your child to write the letters with a Magic marker.

Materials You Will Need

6 Worksheets
Cut-out page
Scissors
Magic marker
Crayons
Envelope with 8 gummed letters (M, F, P, R, G, I, D, A) (See instructions)

TAPING

Hi, (child's name)! I have a new letter for you to meet today. It's the letter G and you'll see it on page one. ..BEEP.. That's Goofy Gertie the Goat and her name begins with G. Can you guess what sound the letter G makes? Say Goofy ..(pause).. Gertie ..(pause) .. Goat ..(pause).. What sound do Goofy, Gertie and Goat begin with? ..(pause).. If you said guh, you were right! Guh, guh, Good Going! Everything Goofy Gertie likes to eat begins with G too. Say them after me: garlic .. (pause).. gumdrops ..(pause).. grits ..(pause).. greens ..(pause).. grass ..(pause).. Goody!

Here's another game with G-words. This time say each one after me, and then do what it says. Ready? Giggle! ..(long pause).. Did you say the word giggle and then make a giggling sound? Try it again. Giggle ..(long pause).. Now say groan and then make a groaning

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sound ..(long pause).. Growl ..(long pause).. Grunt .. (long pause).. Groovy, (child's name)! You're getting good at making G-sounds. Now get your magic marker and fill in the dotted G's on top of Gertie's cart. ..B E E P .. Now fill in the dotted G's that make a design on the cart. ..B E E P..

Goofy Gertie is very silly. She only likes things that start with G. Get worksheet number two. ..B E E P .. There's a cart, but Goofy Gertie emptied it. Now she wants to fill it again. Remember, she only likes things that start with the guh sound the letter G makes. Get the cut-out page and the scissors. ..B E E P.. Cut out the things that start with the guh sound. ..B E E P .. Did you cut out the grapes, the grasshopper, the glass, the ghost, the gum, and the glove? Get the glue and paste the G-things into Gertie's empty cart. ..B E E P.. Very good, (child's name)!

Now get worksheet number three. ..B E E P.. There are lots of pictures, and each one begins with a different sound. What do you see in box one? ..(pause).. A duck, right. What's in the second box? ..(pause).. An Indian, right again. What do you see in box three? ..(pause).. A moon. Okay, and what's in box four? .. (pause).. An alligator. Right on, (child's name). What's in the fifth box? ..(pause).. A fork. Good. And in box six? ..(pause).. A pen. That's right. What's in the seventh box? ..(pause).. A ring. Good. And what do you see in the last box? ..(pause).. Glasses. Good work, (child's name). Now get the envelope and take out the gold letters. ..B E E P.. Spread the letters out on the floor (or table) in front of you. ..B E E P..

Now look at box one again. What's in that box? ..(pause).. A duck. And what letter does duck start with.

Say the word and listen to the first sound .. duck .. (pause).. Duck starts with D, doesn't it? So find a gold letter D and stick it next to the duck. ..B E E P.. Now look at box two. What do you see? ..(pause).. An Indian ..i-i-Indian. Do you remember what letter Indian begins with? Tell me ..(pause).. An I. Very good, (child's name). Find an I and stick it next to the Indian. .. B E E P.. Now do the same thing with the rest of the pictures. ..B E E P.. (Read slowly). Did you put a D next to the duck, an I next to the Indian, an M next to the moon, an A next to the alligator, an F next to the fork, a P next to the pen, an R next to the ring, and a G next to the glasses? If you got all those right, give yourself a big star on top of the page. ..B E E P..

Now get worksheet number four. ..B E E P.. Here are some friends you met last time. Together they make the sound th like in think and thank. Do you remember what two letters make the sound th? ..(pause).. T and H. Very good, (child's name)! Write a T on the fellow on the left ..(pause).. and an H on the fellow on the right. ..B E E P.. Now tell me again, what do T and H say when they're next to each other? ..(pause).. Did you say th? Good thinking. Thanks, (child's name).

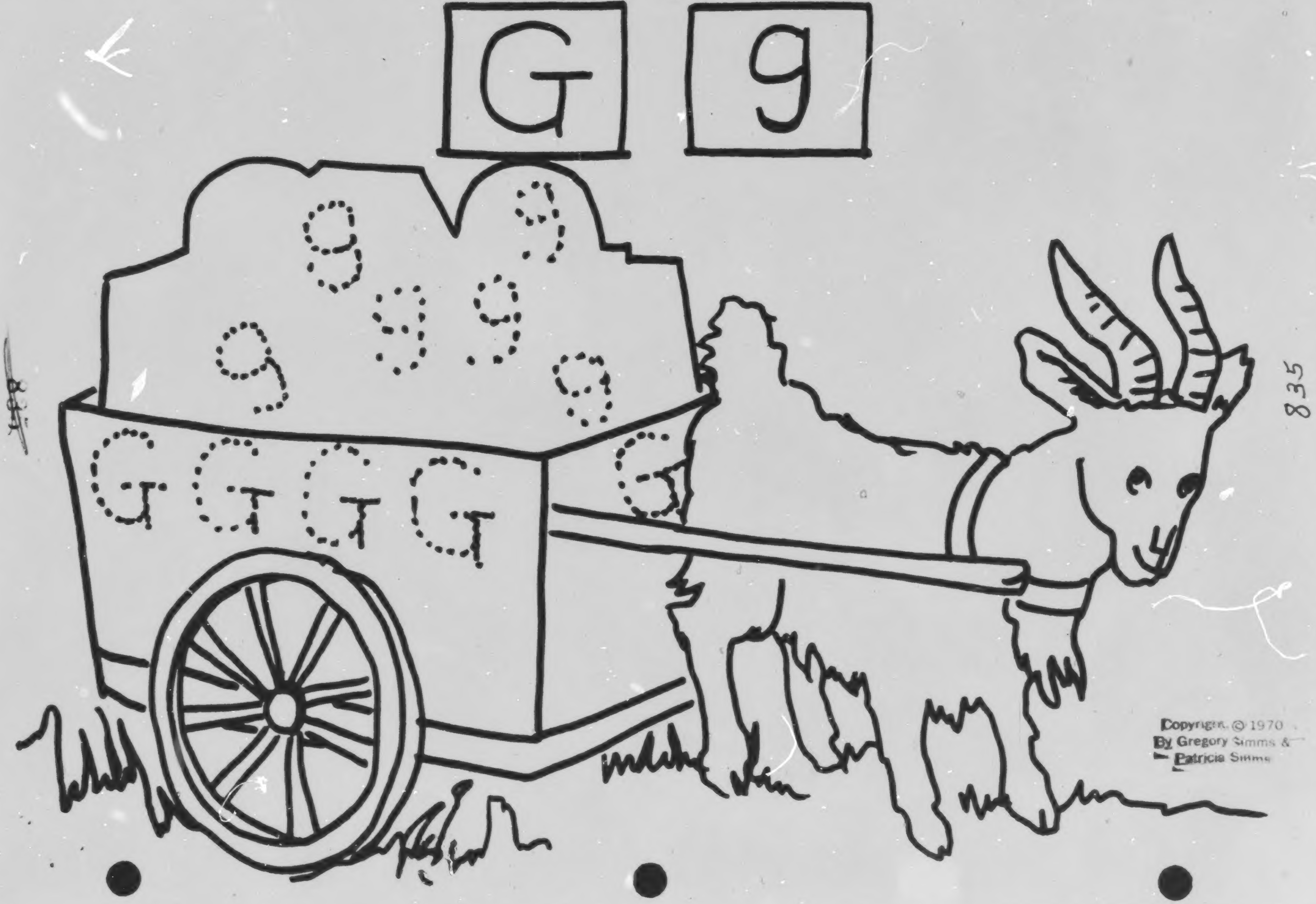
Now get worksheet five. ..B E E P.. There are two boxes on top of the page. Read the word in the left hand box. ..(pause).. Did you say this? That's right. And what's the word in the other box? ..(pause).. I bet you said that. Okay. Now read what it says in box one. ..B E E P.. Did you say, "This is a boat?" Good reading, (child's name). Now look at the sentence in the box next to it. It rhymes with "This is a boat". Look at the picture and see if you can figure it out. ..B E E P.. If you said, "That is a goat", you were absolutely right! Now see if you can read the rhyme in box two. ..B E E P.. Did you get it, (child's name)? ..(pause).. It said "This is a pig. .. That is a wig." Try the one in box three. .. B E E P.. If you read "This is a fish .. That is a dish," you're really reading! Now read the rhyme in the last box. ..B E E P.. Did you read, "This is a train .. That is a plane?" If you did, you're doing fine and I'm very proud of you.

Tell me, (child's name) would you rather have a boat or a goat? ..(pause).. Put a big star on the picture of the one you'd rather have. ..B E E P.. Would you rather have a pig or a wig? ..(pause).. Put a star on the one you'd rather have -- a fish or a dish. ..B E E P.. What about the train and the plane? Which would you rather have? ..(pause).. Put a star on it. ..B E E P..

Now get worksheet number six. ..B E E P.. Gertie Goat is back again. She may be goofy, but she never forgets her manners. She always says thank you when someone gives her something. See the box at the top of the page. ..(pause).. It says thank you, just the way Gertie always does. Can you read what Gertie said when her neighbors gave her some things? Read line one. ..B E E P.. Did you say, "A green hat! Thank you!"? Very good. Now read line two. ..B E E P.. It says "A yellow cat! Thank you!", doesn't it? Now read the rest of the lines and then color the pictures the right colors. ..B E E P..

Thank you, (child's name) for doing such a good job today. Next time we'll play some more reading games together. ..B E E P..

Page 1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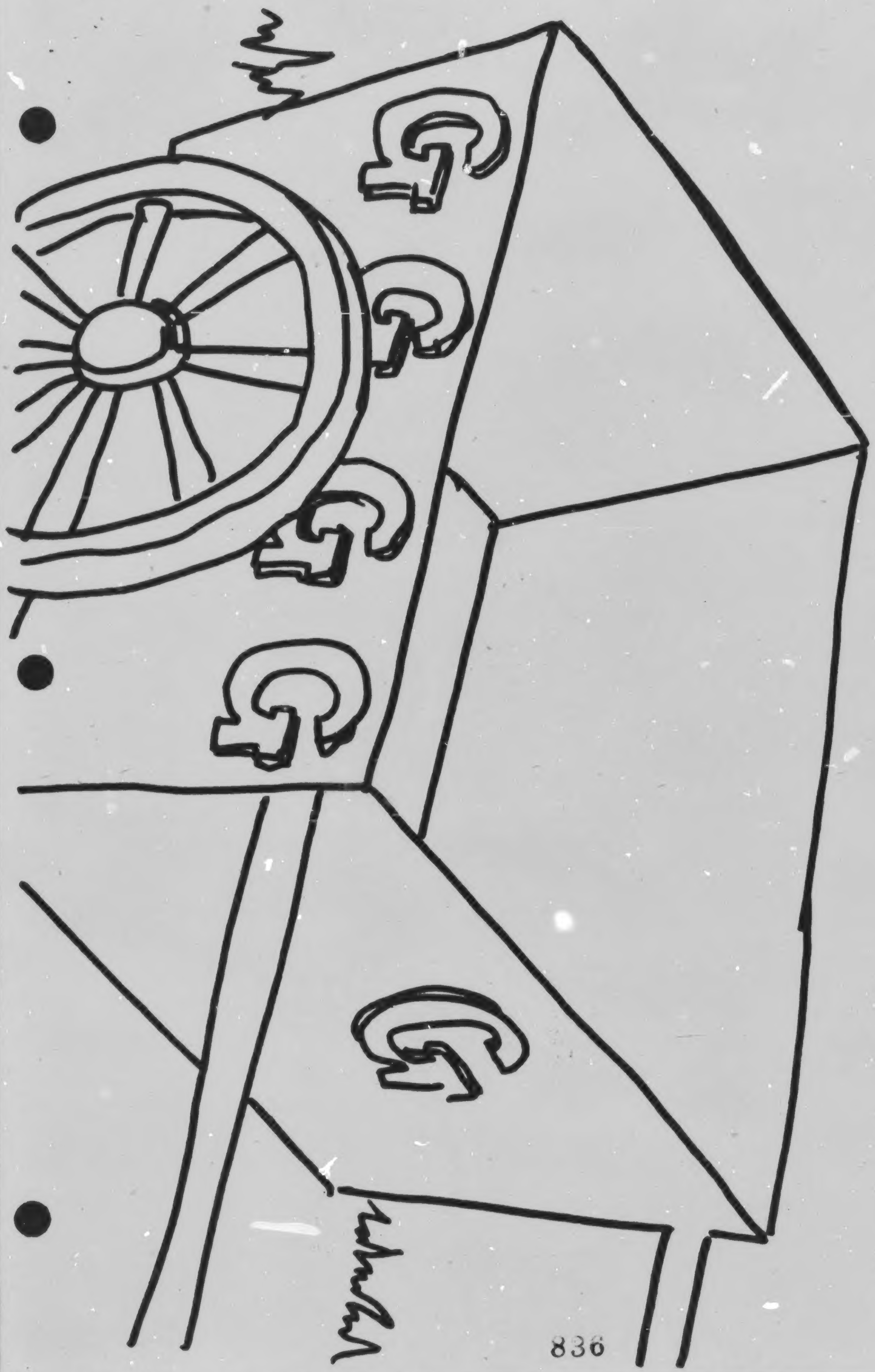
Page 2



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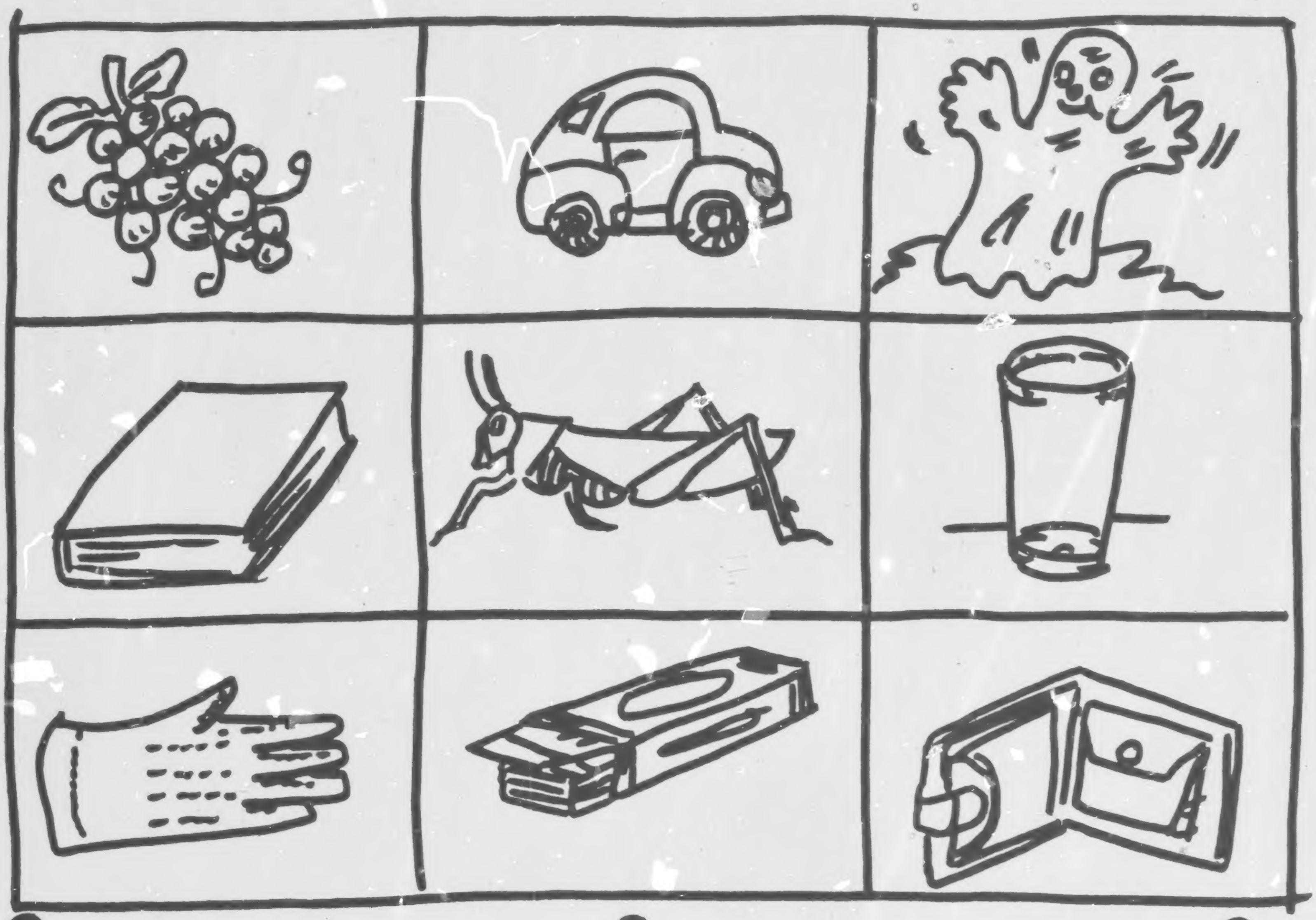

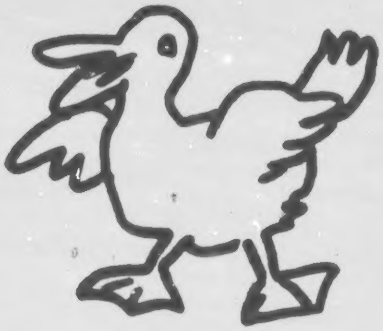

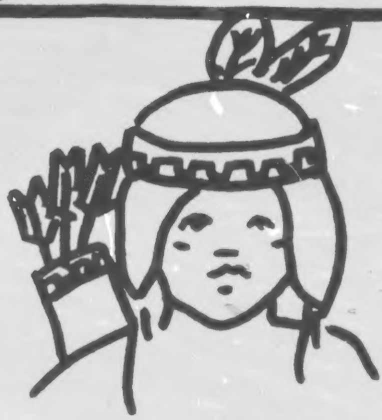

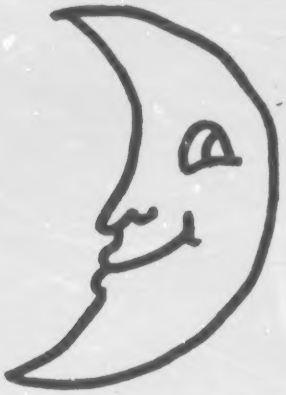

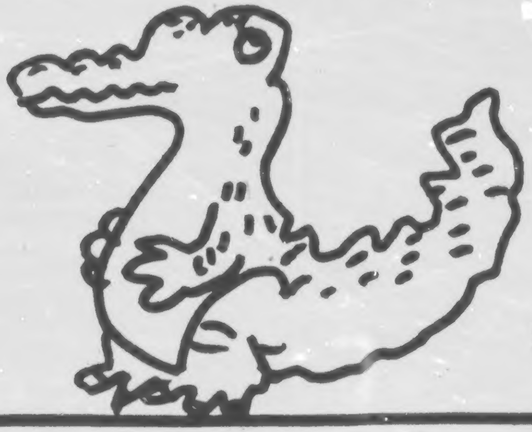

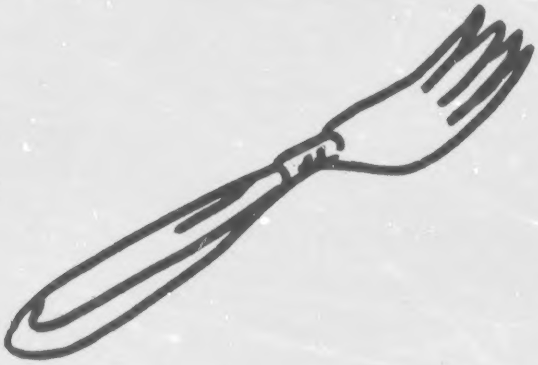

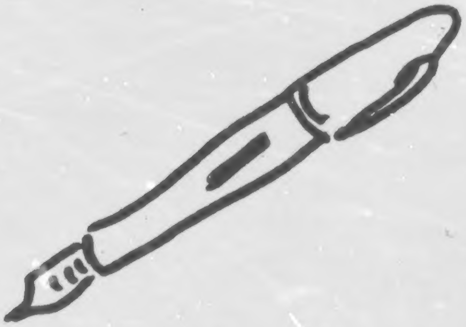

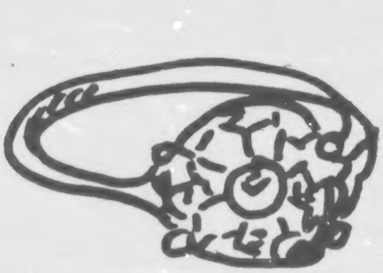

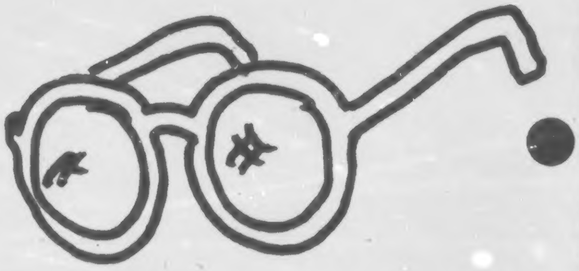

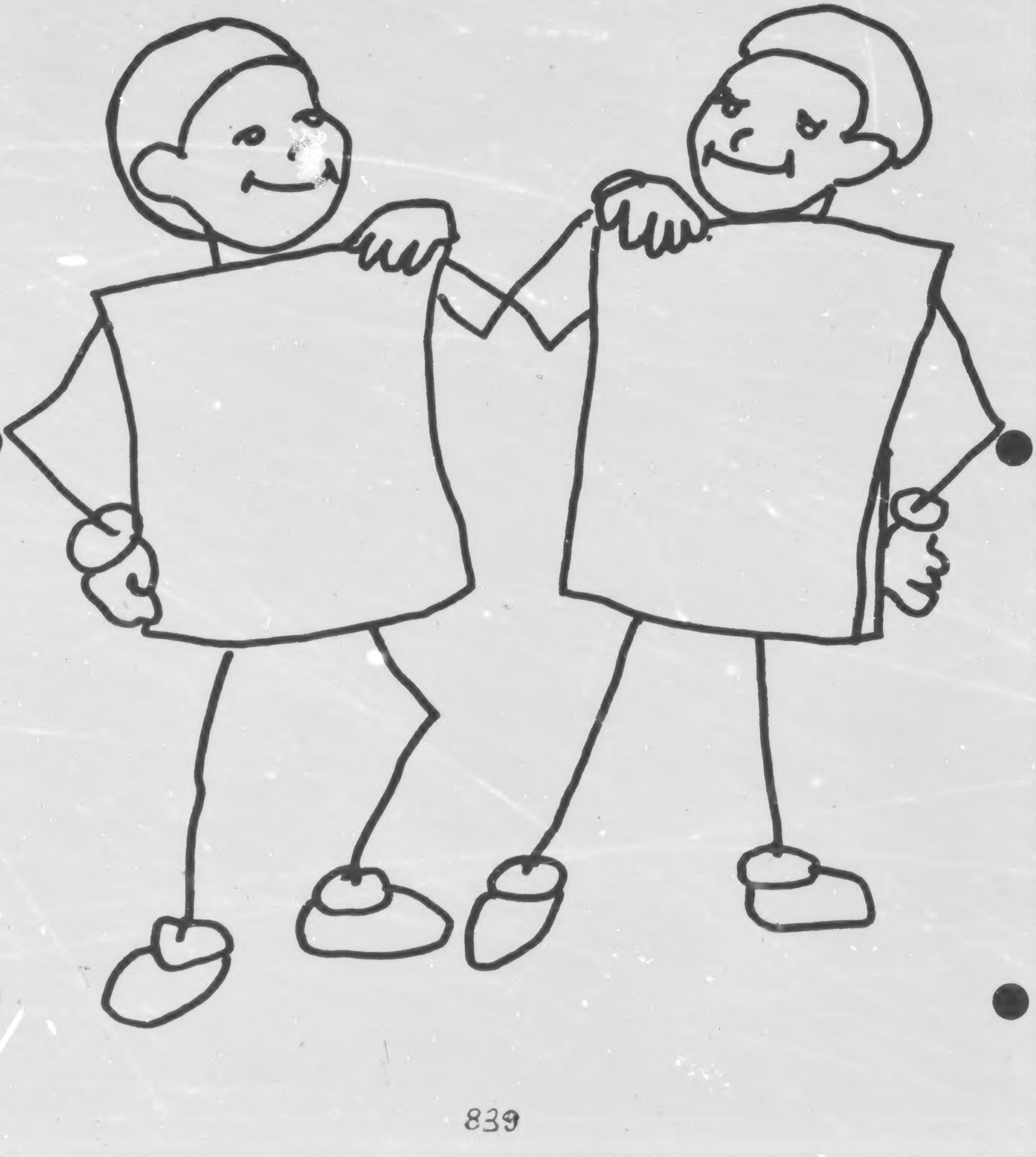

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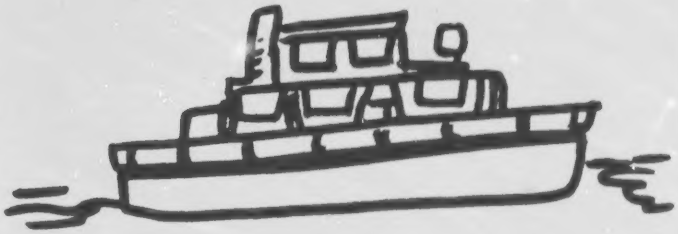
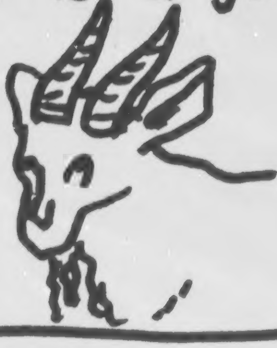
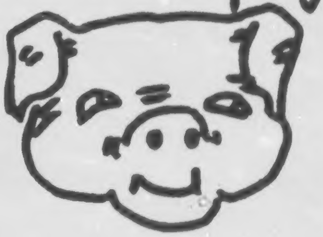
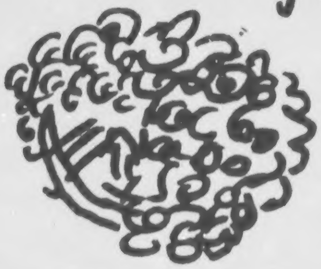
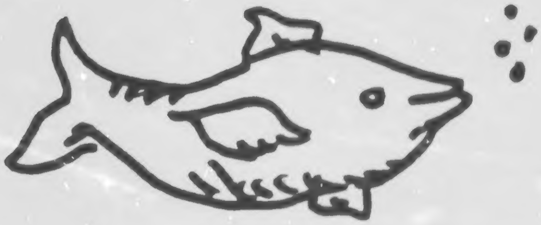
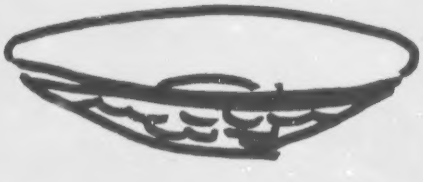
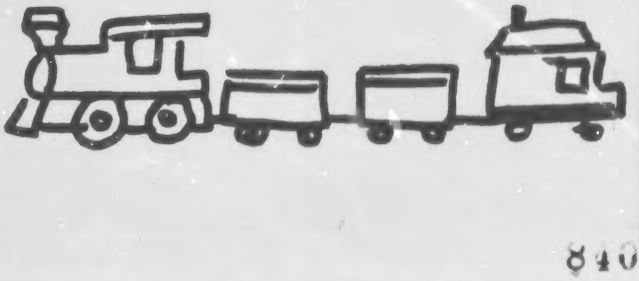
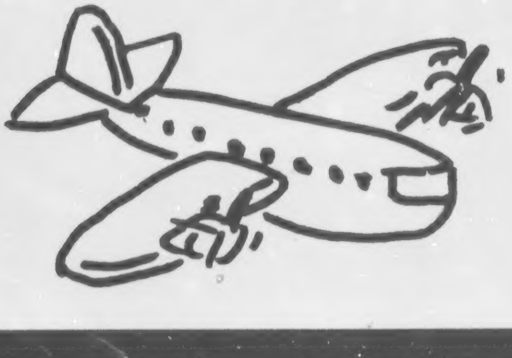
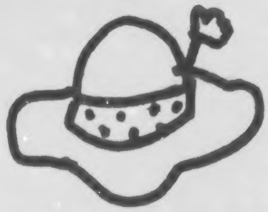
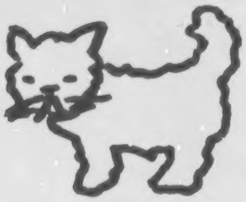
1. This is a boat. 	That is a goat. 
2. This is a pig. 	That is a wig. 
3. This is a fish. 	That is a dish. 
4. This is a train. 	That is a plane. 

Thank you

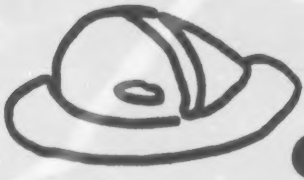
1. A green hat! Thank you.



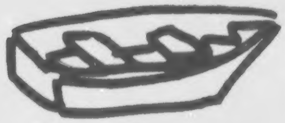
2. A yellow cat! Thank you.



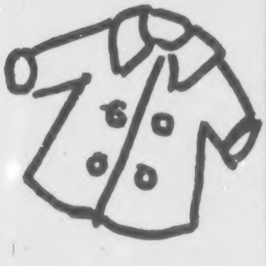
3. A red ham! Thank you.



4. A blue boat! Thank you.



5. A purple coat! Thank you.



LESSON SEVENTY-SEVEN

Instructions

In this lesson your child will get more practice with the letter G, and he will meet the word and. On worksheet three, cut along the two dotted lines and cut out the marked spaces. Then hold the list of letters behind the worksheet so the letters b and g show through the holes. Put the tabs on the cut-out sheet through the slits on the sides of the worksheet. Now your child will be able to move the words up and down to sound them out.

Your child will also read a new book in this lesson. If you will fold each of the two book pages in half, and put them together with page one on the outside, the book will be ready. Your child will be told to call you when it is time to read. Sit down with him, and encourage him to read the story by himself. There are a few words in it he has never seen. These words are very, has, said, wow, all, now, and flat. When he comes to these words, you can tell him what they say, but try to get him to sound out the words he does know. After he reads through it the first time, suggest he do it again by himself. Don't be concerned if he seems to have trouble remembering all the new words. He will review the story and the new words again in the next lesson.

Materials You Will Need

4 Worksheets
1 Cut-out page
2 Book pages
Scissors
Magic marker

TAPING

How would you like to do something slightly scary today? Find your first worksheet. ..B E E P.. Last time you learned a new letter. Goofy Gertie the Goat has it in her name. What letter is it? ..(pause).. The letter G, very good, (child's name). Do you remember the sound the letter G makes? Say it ..(pause).. If you said guh, that

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was good! Now listen to all the guh-words in this rhyme:

Ghosts and ghouls and goblins give us
Goosebumps, gulps, and great big shivers.

Get worksheet number one and you'll find some guh-guh-ghosts. ..B E E P.. First fill in the dotted G's on top of the page. ..B E E P.. Now count the ghosts. .. B E E P.. Did you count seven? Good! Five ghosts have names that begin with guh. Two ghosts have names that begin with a different sound. Listen to their names and see if you can find the ones that begin with G. Number one is Gussie. Write the first letter of Gussie's name on her sheet. ..B E E P.. The second ghost's name is Gregory. Write the first letter of Gregirt's name on his sheet. ..B E E P.. Ghost number three is Casper. Write the first letter of Casper's name on his sheet. ..B E E P.. Ghost number four is named Gabby. Write the first letter of Gabby's name on her sheet. ..B E E P.. Ghost number five is Greta. Write the first letter of Greta's name on her sheet. ..B E E P.. Ghost number six is Looey. Write the first letter of Looey's name on his sheet. ..B E E P.. Ghost number seven is Gloria. Write the first letter of Gloria's name on her sheet. ..B E E P..

Did you find two ghosts that didn't have G names? What letters did their names start with? ..(pause).. Did you write a C for Casper and an L for Looey? And did you write 5 G's on the other ghosts? ..(pause).. If you did, put the first letter of your name up on top of the page. ..B E E P..

Now get worksheet number two. ..(pause).. Here are some pictures of things that rhyme. Tell me what the top three pictures are. ..B E E P.. Did you say a goat, a boat and a coat? ..(pause).. Good for you, (child's name)! Which word begins with the letter G? ..(pause).. Goat.

You're right! Take your crayons and color the goat green. ..B E E P.. Now look at the middle row of pictures. What three rhyming words do you see? ..B E E P.. If you said a drum, gum, and a thumb, you were absolutely right! Color the one that begins with G. ..B E E P.. Now look at the bottom row of pictures. Tell me what you see. ..B E E P .. A skate, a gate, and a plate. Go ahead on, (child's name)! Color the one that begins with G. ..B E E P.. Did you color the gum in the middle row and the gate in the bottom row? If you did, that's really great! Now get worksheet three. ..B E E P..

That's a kind of viewer, but instead of pictures you're going to look at words. Are the letters B and G showing? If they're not, move the handles with the stars down til you see a B on one side and a G on the other. ..B E E P.. This is going to be a sounding-out game. Tell me what sound the letter B makes. ..(pause).. Did you say buh? Next to the B is an I.

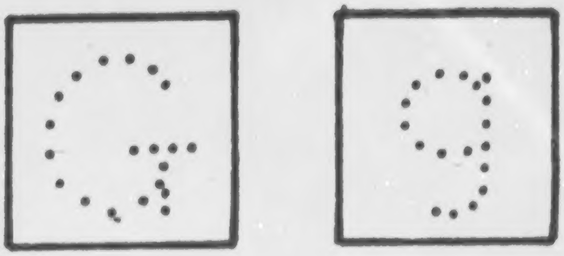
(Note to the parent: Pronounce all lower-case i's here like the i in it.)

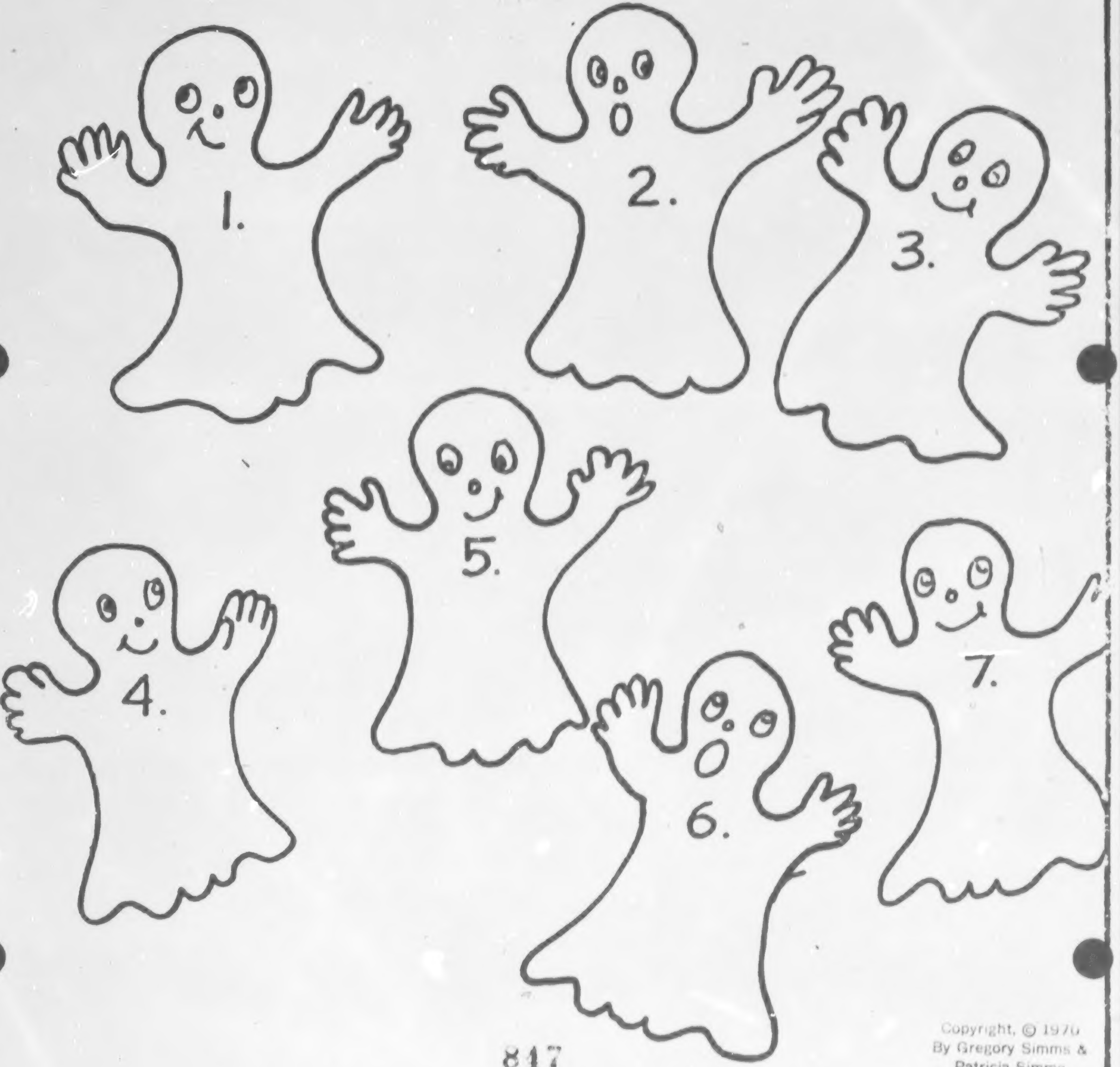
It says i like in i-i-Indian, remember? Next to the I is a G. What sound does the letter G make? ..(pause).. Did you say guh? Good! Now put the sound together: buh .. i .. guh .. bi .. guh. What word is that? ..(pause).. If you said big, you're absolutely right! And now you know a whole new word! Take the star handles and move them down until two new letters show. ..B E E P.. What letters do you see now? Did you say H and M? What sound does the letter H make? ..(pause).. If you said huh, you're right! And what sound does M make? Did you say mmm? Good! Put them together. Huh .. i .. mmm .. Huh .. im. What word does that make? ..(pause).. Did you say him? If you did, you just learned another new word. Good work, (child's name)! Move the star handles down till you get to the next two letters. ..B E E P.. What are they? ..(pause).. Did you say S and T? Sound them out: sss .. i .. tuh. What word do you get? ..(pause).. Did you say sit? If you did, that was very good, (child's name)! Now move the handles down again. What letters did you get this time? ..(pause).. Did you say D and D? What word does D, I, D make? ..B E E P.. Did you say did? Right again! Now get the next two letters. ..(pause).. What are they? ..(pause).. Did you say P and G? What word does P, I, G, make? ..B E E P.. If you said pig you're doing great! Get the next letters. ..(pause).. What are they? ..(pause).. Did you say T and N? What word does T, I, N, make? ..B E E P.. Did you say tin? Good. Get the next letters. ..(pause).. What are they? ..(pause).. Did you say H and D? What word does H, I, D make? ..B E E P.. If you said hid, you're right again! Now get the next letters. ..(pause).. What are they? ..(pause).. D and G. Right. What word does D, I, G make? ..B E E P.. If you said dig, you're right again! Now get the last letters. ..(pause).. What are they? ..(pause).. Did you say H and T? What word does H, I, T make? ..B E E P.. Did you say hit? Good work, (child's name)! You're really reading today! If you got them all right, give yourself a big star at the top of the page. ..B E E P..

Now get worksheet number four. ..B E E P.. Look at the top of the page. What word do you see in the box? ..(pause).. Did you say an? That's right. Get your magic marker and draw a D in the empty space next to the N. ..B E E P.. Can you sound out the word you just made? Try it. ..B E E P.. Did you say and? If you got that right, that was very good, (child's name)!

And is a very special word. You use it to make things go together. Look at the first two pictures. What two things do you see that go together? ..(pause).. A knife and a fork go together, don't they? The word and is dotted in. Finish the word and. ..B E E P.. Look at the next pictures. What do you see? ..(pause).. Did you say a hat and a coat? They go together, too. Finish the word and. ..B E E P.. Now look at the next picture. Here are two more things that go together. What are they? ..(pause).. Salt and pepper. Right. Finish the word and. ..B E E P.. Now look at the next picture. What do you see? ..(pause).. A cup. You're right. What goes with a cup? ..(pause).. Draw a picture of it in the empty space. ..B E E P.. Now write the word and between the two pictures so they'll go together. ..B E E P.. Look at the bottom picture. What is it? ..(pause).. Did you say shoes? Okay. Write and next to the shoes. ..B E E P.. And now draw a picture of what goes with shoes in the empty space next to the word and. ..B E E P.. Very good work, (child's name).

Today I have a new story for you to read. Call me and we'll read it together the first time. ..B E E P..





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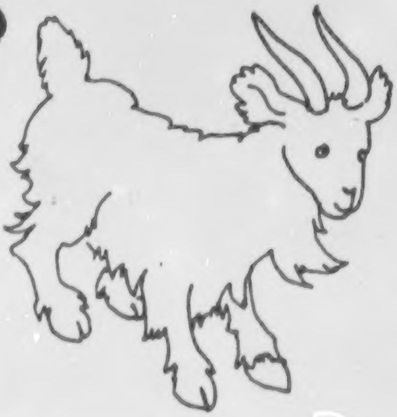
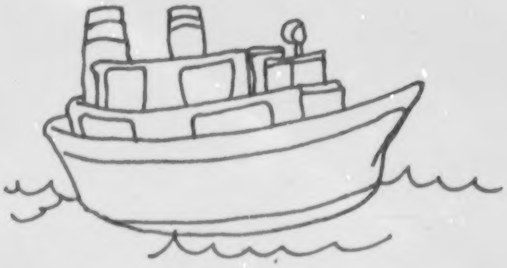
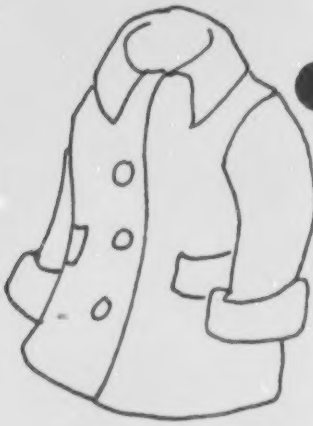
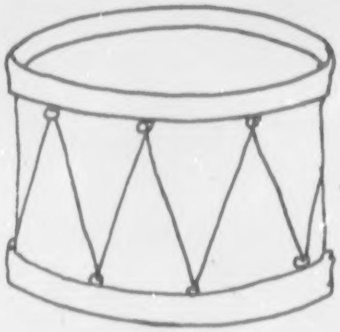
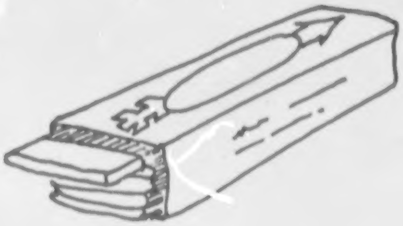
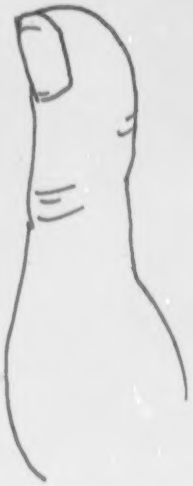
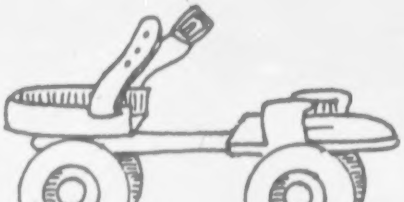
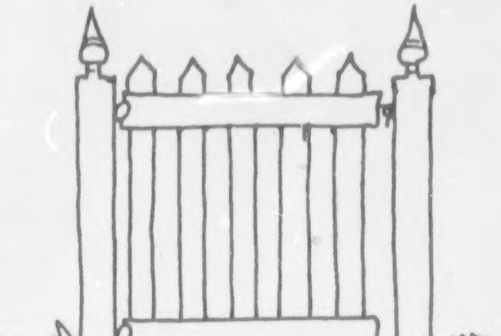
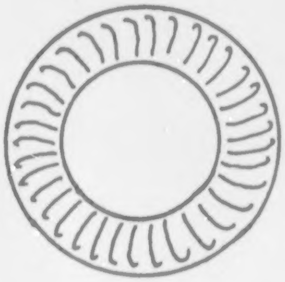

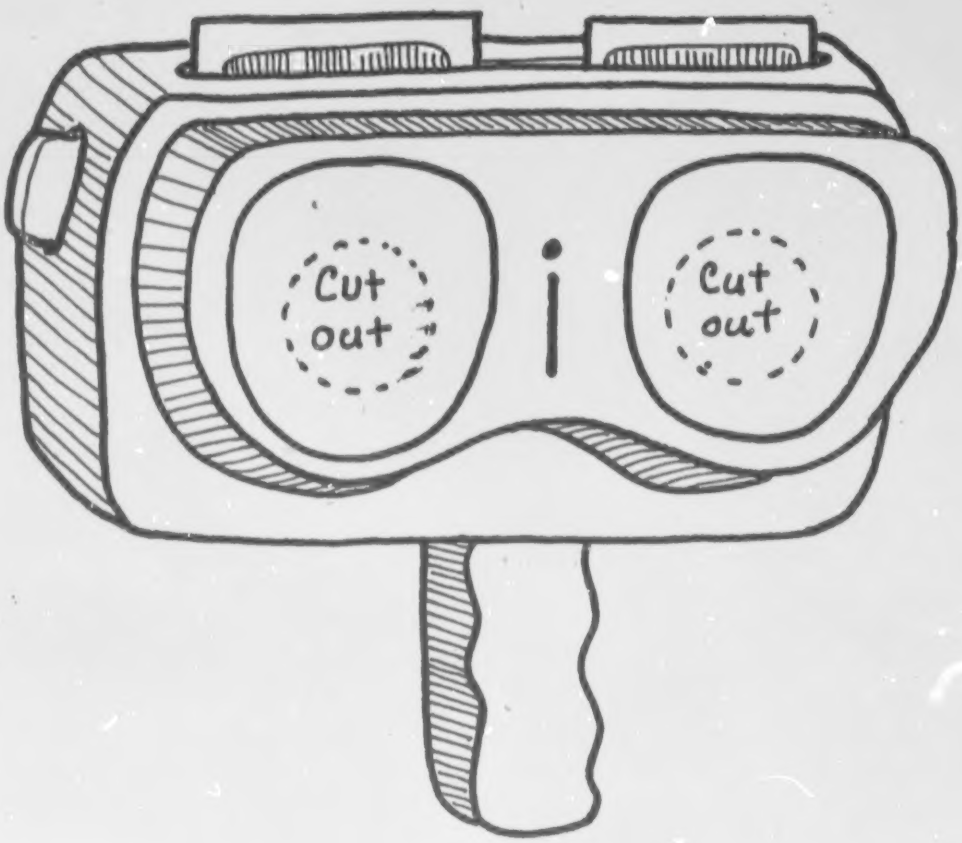
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Cut-Out Page for worksheet # 3

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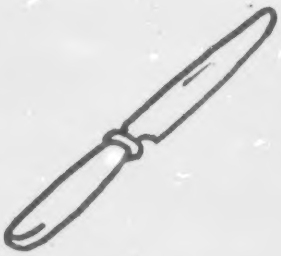
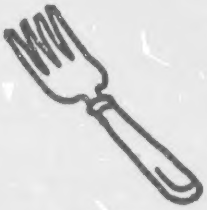
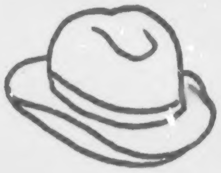
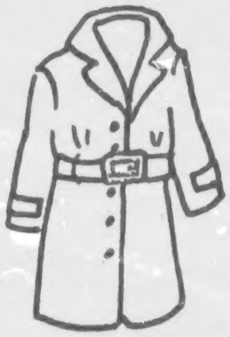
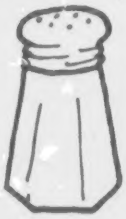
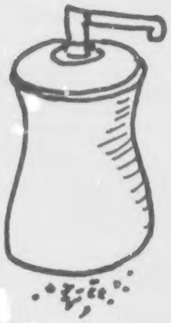
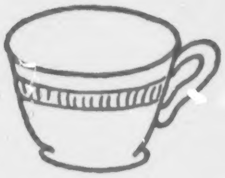
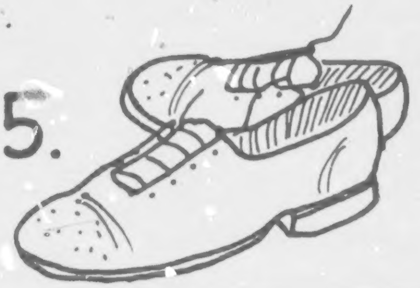
1.  and 

2.  and 

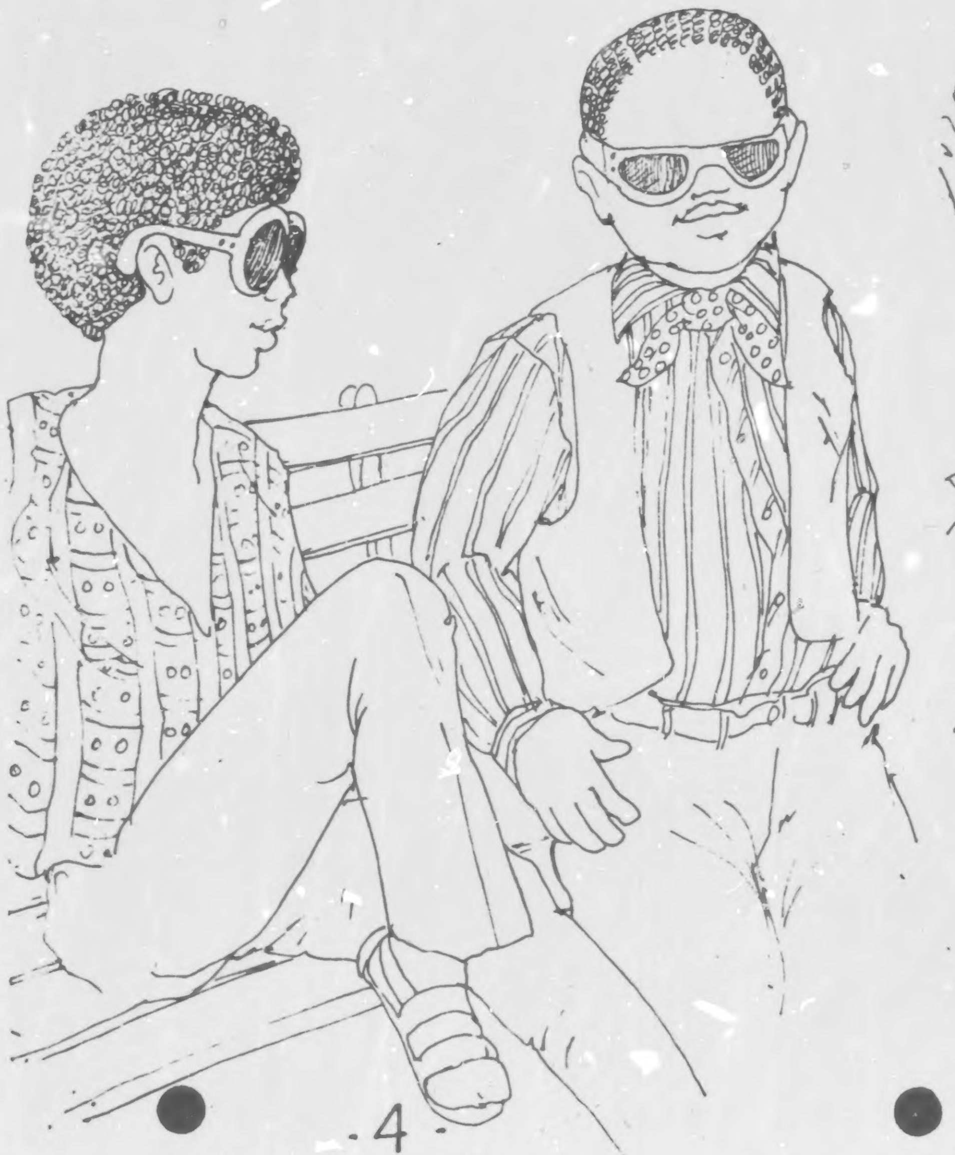
3.  and 

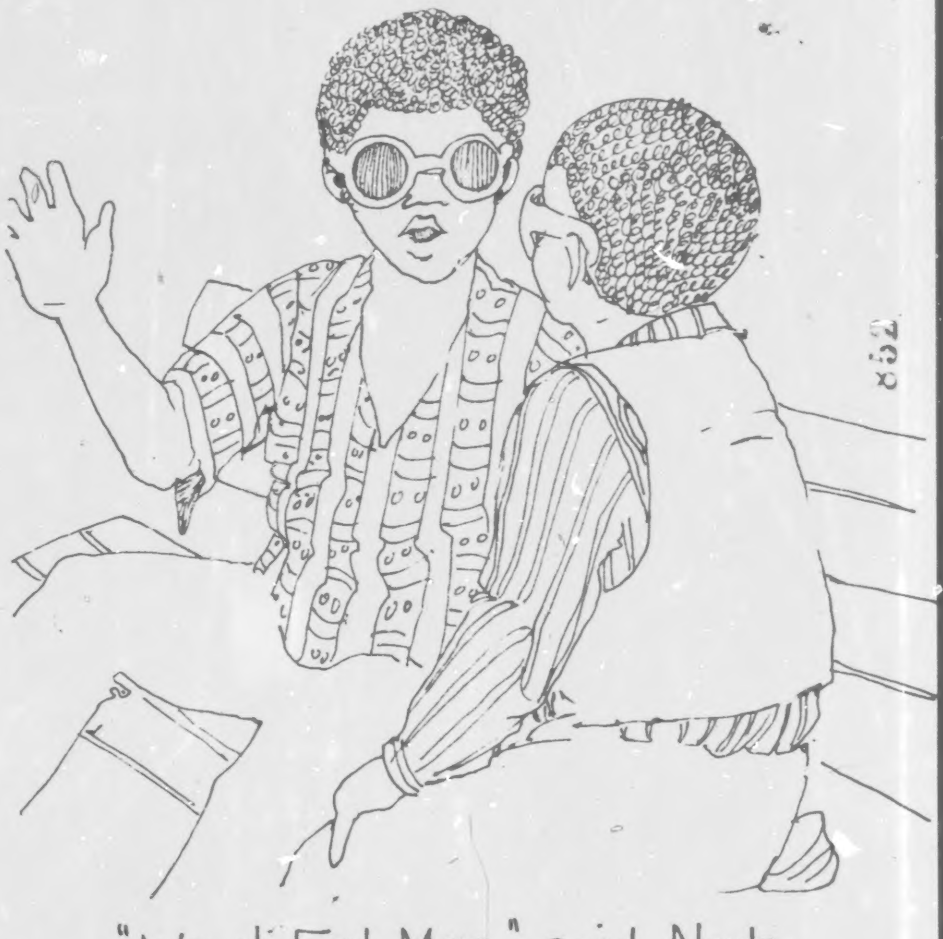
4.  __________

5.  __________

"Hi, F[illegible] Man," said Nat.
"Do you like my hat?"

"What hat?" said Fat Man,
and he sat on Nat's hat!

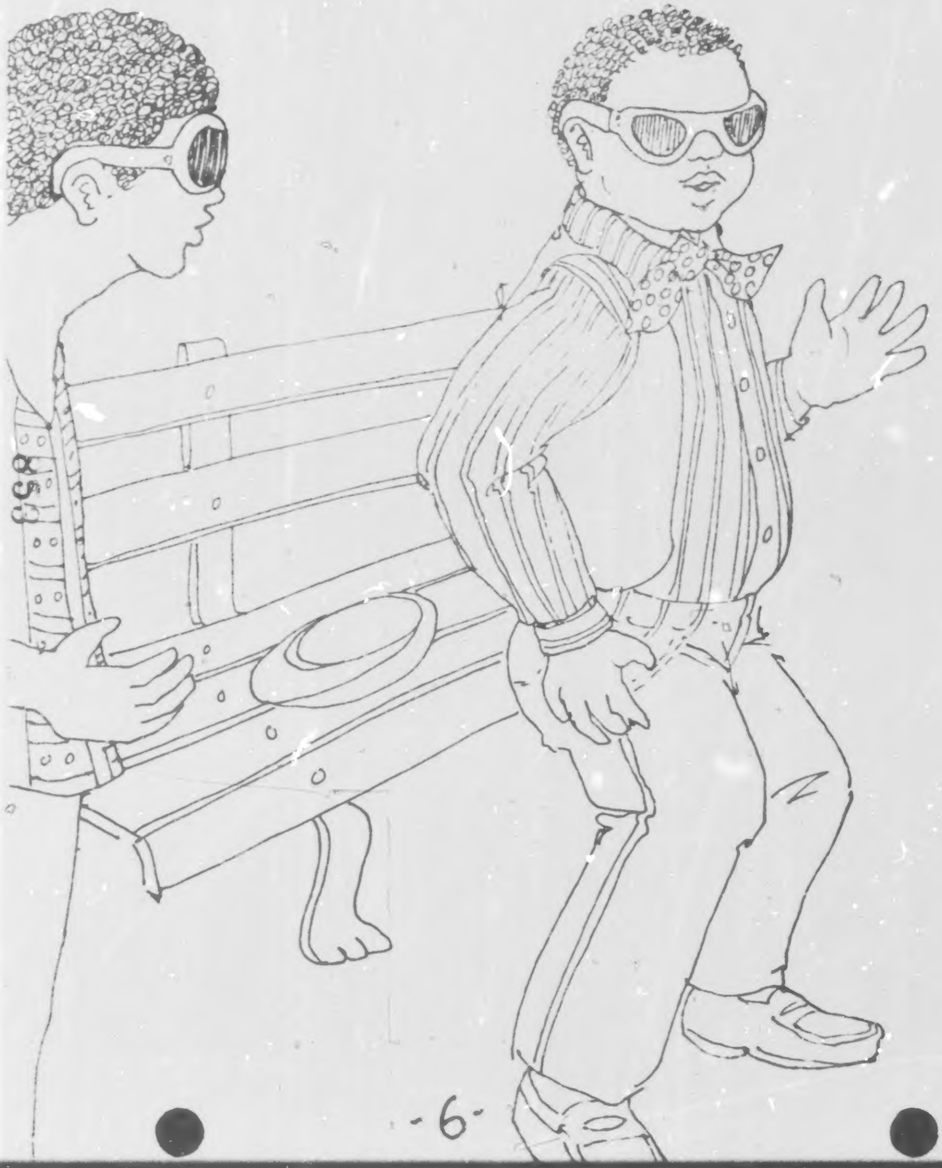


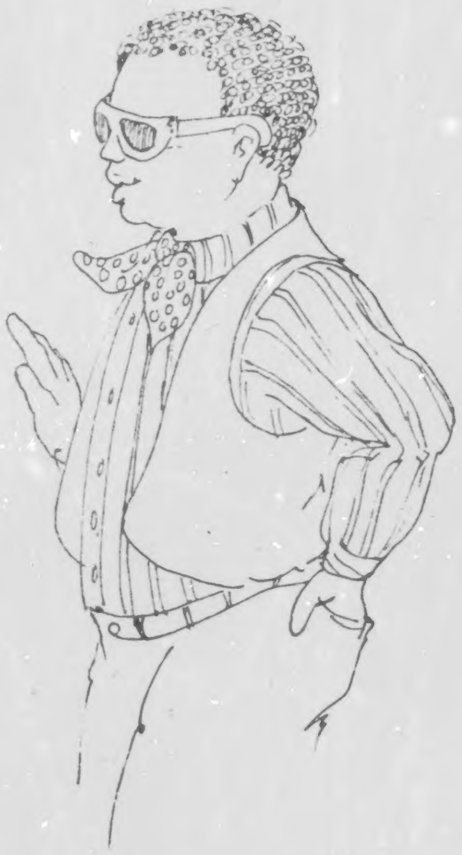


"Wow! Fat Man," said Nat.
"You sat on my hat!"
"You sat on my green hat!"

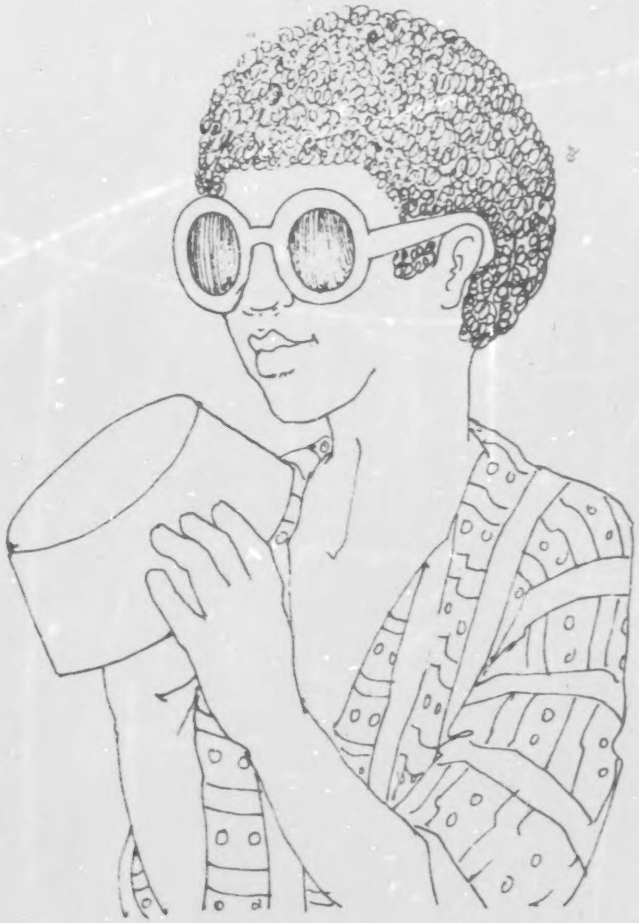
852

"That's not cool, man.
To sit on my hat.
That's not at all cool,
Fat Man," said Nat.

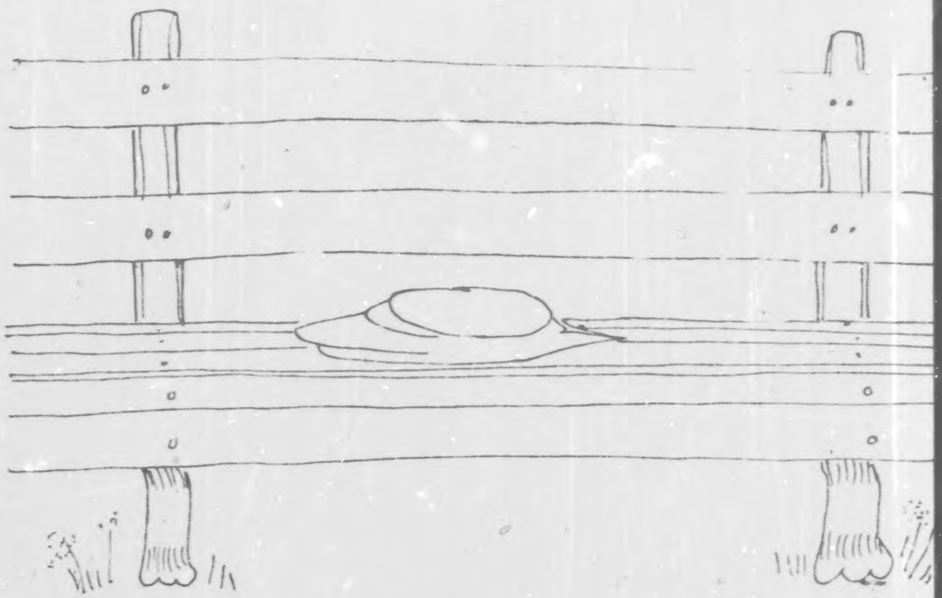




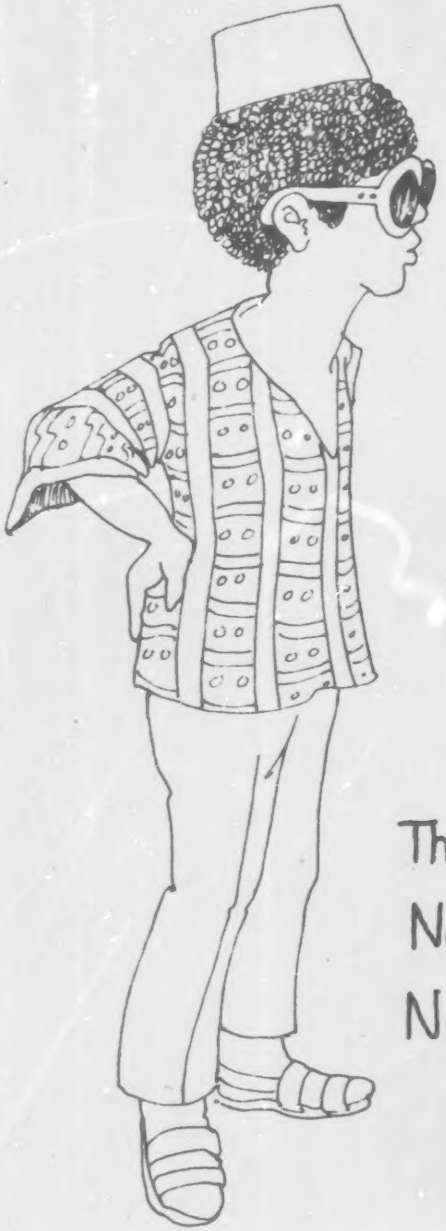
This is Fat Man.
He said to Nat, "Hi, Nat."



Nat has a hat.
Nat's hat is green.
It is a cool hat and Nat
likes it.



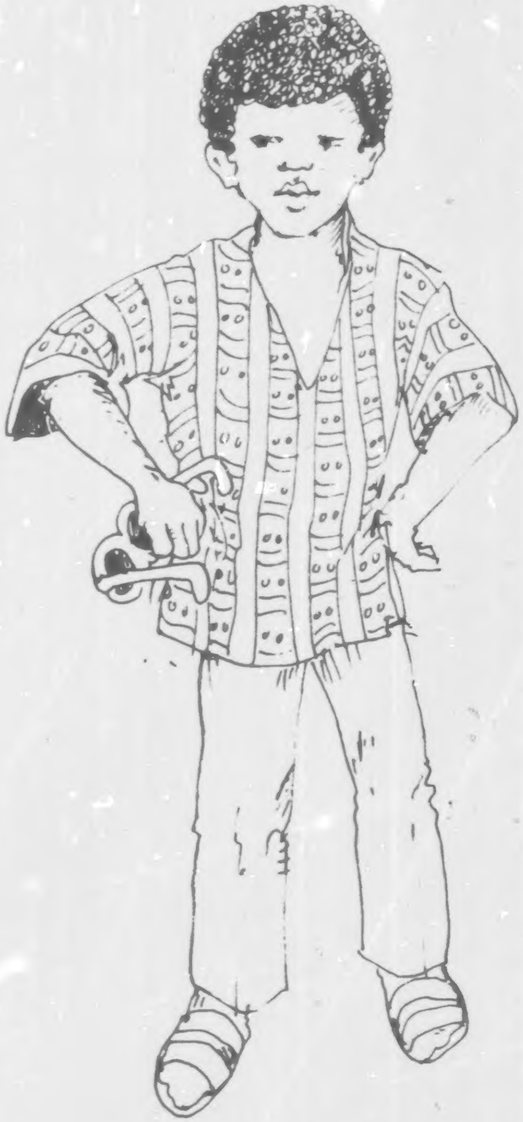
Now Nat's hat is not cool.
Nat's hat is flat.
It is very, very flat.



This is Nat.

Nat is a cool cat.

Nat is a very cool
cat.



And that is that.

LESSON SEVENTY-EIGHT

Instructions

In this lesson your child will meet the last two vowels, O and U. The Vowel House was used in lesson 61, as well as in 51 or 53, so you may have it with the material from one of these lessons. To get it ready, just clip it in front of worksheet number one. You will also need the Clown sheet from Lesson 60. Cut out the strip of words on the cut-out page. Then hold the strip behind the clown. Pull one end to the front through the top slot, then back through the lower slot on the clown's tongue. Pull it front again through the bottom slot under the tie. Make sure the bottom word "cool" is showing.

Included with this lesson is a "Nat, the Cool Cat" game that is fun to play and will help your child remember the words he read in the story. To get it ready, cut out the two sheets with cards, five hats, and the figure of Nat. Have your child color the spaces on the board that have color names printed on them.

After your child has read the "Nat, the Cool Cat" story to you in today's lesson, set up the board for the game. Put the cards in a pile and place them face down on the dotted space. Put the five hats in the space that says hats. Put the figure of Nat on the space marked Go. Then you can explain to your child how the game works.

The object of the game is for Nat to get to his house without having all of his hats squashed by Fat Man. Your child will move Nat around the board by turning one card after another face up, and following the directions on each card. Every time he lands on a space that says, "See Fat Man, Flat Hat," or "Fat Man's Pad" he must take one of the hats off the board. Nat wins the game if he can get home with one or more of his hats. Your child may like to play more games to see if he can get Nat home with all five hats. The more he plays, the more reading he will be doing.

Materials You Will Need

3 Worksheets
Vowel House
Clown Page from Lesson 60
Cut-out page for clown
Nat, the Cool Cat story
  from Lesson 77

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Nat, the Cool Cat game board
2 Cut-out pages for game
Crayons
Scissors
Tape or paste
Magic marker

TAPING

We're going visiting today, (child's name). Some new people moved into the Vowel House. Let's go meet them. Get the Vowel House now. ..B E E P.. First say hello to the vowels you know. Open the windows on the top floor. Can you find capital and lower-case E? ..B E E P.. Good. Now open the windows next door to the E's. What vowels live there? ..B E E P.. Capital I and lower-case I. That's right, (child's name). Who live in the apartment under the I's. Open the windows and tell me. ..B E E P.. Capital and lower-case A. Right again. Now open the window next to the A's and say hello. ..(Pause).. They're the O's, capital O and lower-case O. O's look like circles, don't they? You know lots of words with an O-sound in them. Say them after me: Go ..(Pause).. Slow ..(Pause).. Yo-yo ..(Pause).. Oh ..(Pause).. No ..(Pause)..

The O family isn't the only new family in the Vowel House. Some more new neighbors moved in on the ground floor. Open the window between the two doors and meet the other new vowels. ..(Pause).. They're the U's -- capital U and lower-case U. You know some U words, too, like use and uniform. Get worksheet number two and you'll see some more O's and U's. ..B E E P.. What do you see? ..(Pause).. Some beads, that's right. And what are on the beads? ..(Pause).. Alphabet letters. I bet they'd look better if you colored them. Get your crayons and color all the beads with O's in them purple. ..B E E P.. Color the beads with U's in them yellow. ..B E E P.. Color the letter X-beads orange. ..B E E P.. Color the Y-beads green. ..B E E P.. What letter is in the rest of the beads, (child's name)? If you say Z, you're absolutely right! Good work, (child's name)! Color the Z-beads any color you like. ..B E E P..

Now get worksheet number three. There's a sky-writer, and I bet you know what three letters he just finished making. What are they? ..(Long pause).. Did you say S, N and G? Good for you. S, N, and G are very nice letters but they can't make words all by themselves. Get the scissors and cut out the three squares at the bottom of the page. ..B E E P.. What letter is inside the square? ..(Pause).. Did you say O? Okay! Now get the paste and paste a letter O next to the S. ..B E E P.. What word did you make? Sound it out. Ssss .. O. Put them together and what do they make? ..(Pause).. Did you say so? Very good! Now paste an O square next to the N. ..B E E P.. What word did you make this time? Sound it out. ..(Pause).. Did you say no? Right again, (child's name)! Paste an O square next to the G. ..B E E P.. What word did you make? Sound it out. ..(Pause).. If you said go, go ahead on! You're doing great!

Now let's see what a good rememberer you are, (Child's name). Get the clown worksheet. ..B E E P . Today the clown wants to see how many of the new words you remember from last time. Look at the word on the clown's tongue. Can you read it? ..(Long pause).. If you said cool, you're absolutely right! Now pull the clown's tie down gently and you'll find another word. ..(Pause).. What does it say? ..(Long pause).. If you said very, you're right again! Pull the tie to find the next word. ..(Pause).. What is it? ..(Long pause).. Did you say said? Good remembering, (child's name)! What word comes next? ..(Pause).. Did you say to? That was an easy one. What's the next word? .. (Pause).. If you said has, you're doing great! What's next? ..(Pause).. Did you say flat? Right again, (child's name)! What's the next one? ..(Pause).. I hope you said all. Now read the next word. ..(Pause).. Did you say now? Right again! There's one more word. What is it? ..(Pause).. Did you say Wow? If you got all those words right, that's what I'd say, WOW!

Now get the story about Nat the Cool Cat that you read last time. ..B E E P.. I bet you can read it by yourself today, (child's name). Go ahead and try it. ..B E E P.. Now come get me and show me how well you can read it. And then I have a Nat the Cool Cat game for you to have fun with. ..B E E P..

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Uu

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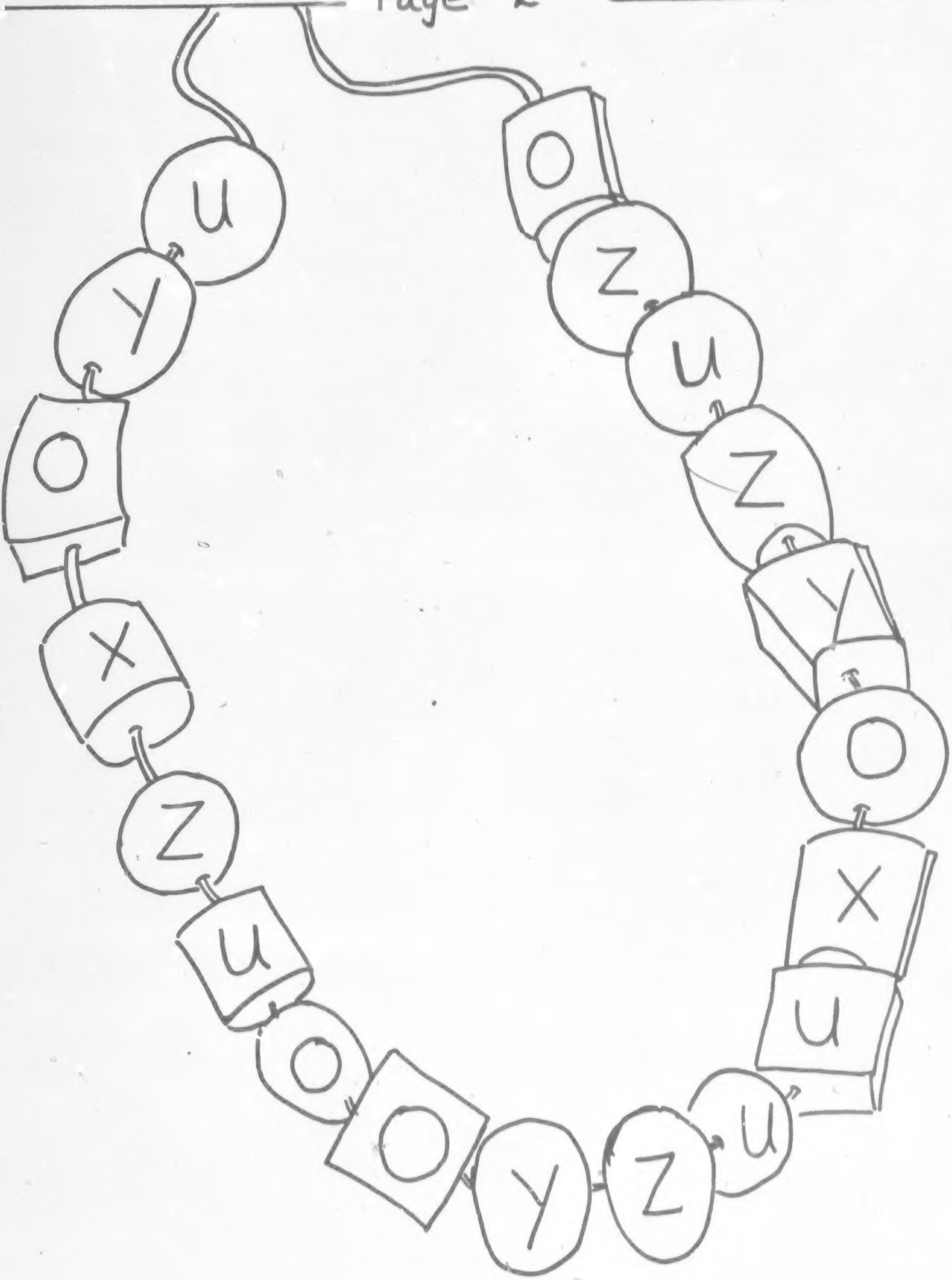
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Page 3

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Cut-Out Page

wow

now

all

flat

has

to

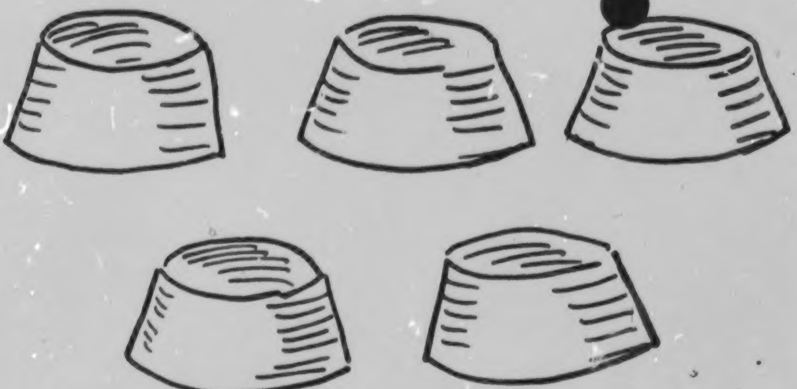
said

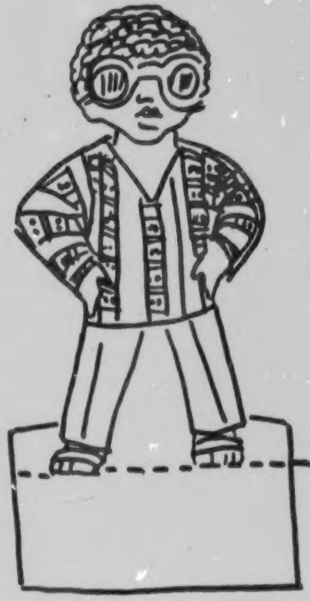
very

cool

Go 1 box.	Go 2 boxes.	Go 2 boxes.	Go 3 boxes.
Go 1 box.	Go 3 boxes.	Go 3 boxes.	Go 4 boxes.
Go 4 boxes.	Go 4 boxes.	Go 4 boxes.	Go 4 boxes.
WoW! Go 5 boxes.	WOW! Go 5 boxes.	WoW! Go 5 boxes.	WoW! Go 5 boxes.
Go to the red box.	Go to the green box.	Go to the green box	Go to the purple box.

Go 2 boxes.	Cool it! Do not go.
Go to the blue box.	Go to the purple box.
Go to Fat Man's pad	Go to Fat Man's pad.
Go to the yellow box.	Go to the yellow box.
Go to the blue box.	Go to the purple box.





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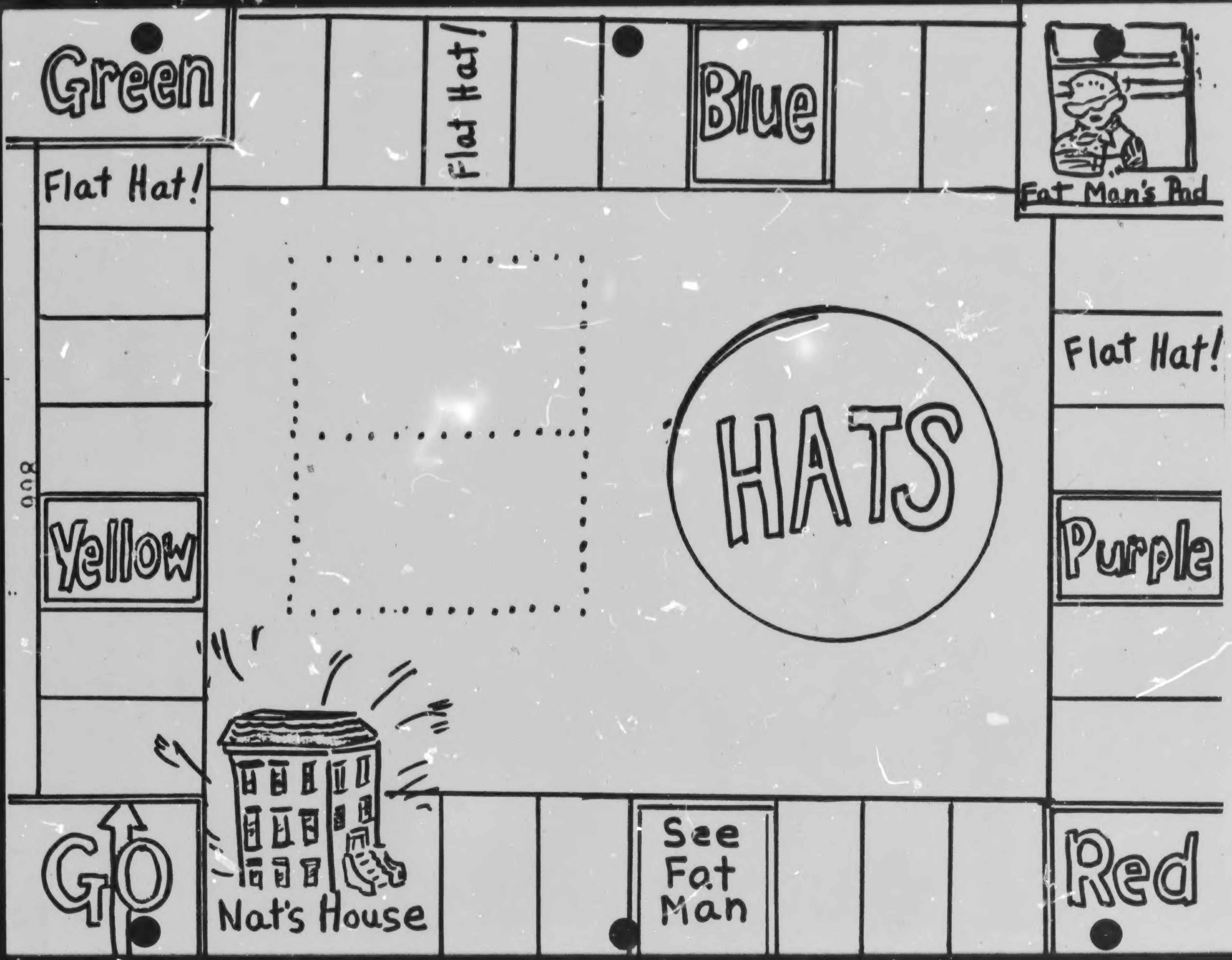
Green
Flat Hat!
Blue
Fat Man's Pad
Flat Hat!
Flat Hat!
HATS
Yellow
Purple
GO
Nat's House
See Fat Man
Red

LESSON
SEVENTY - NINE

Instructions

In this lesson your child will meet the letter L. When you see ll written in the script, pronounce it as the sound L makes.

Materials You Will Need

5 worksheets
Magic marker
6 gold gummed letters in a small envelope -
  3 L's and 3 G's

Taping

There's a new alphabet letter waiting for you today, (child's name). It's the la-la-letter. See if you can tell why. Listen.

(Note to the parent: Sing the first part of Mary Had a Little Lamb or another song your child knows, but use "la, la, la" instead of the words.)

Your new letter if L and it says ll, like in la-la-la. Sing along with me and listen to all the ll sounds you make. (Repeat the song just as before.) Did you feel your tongue touch the top of your mouth inside when you said la, la, la? . . (Pause). . Say it again, and what happens to your tongue when you say ll. La . . la . . la . . (Pause). . Again, la . . la . . la . . . (Pause). . Now get worksheet number one and see what the letter L looks like. BEEP Do you see the capital L at the top of the page. It looks like a corner. Point to the capital letter L . . (Pause). .

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Point to the lower-case L. It looks like a number. What number? . . (Pause). . A one, that's right.

Down in the corner of the page is Luke, the Little Lion. Do you hear all the ll sounds in his name? You say it and listen to the L's: Luke, the Little Lion . . (Pause). . Luke has a favorite candy. It begins with L. Can you guess what it is? . . (Pause). Lollipops! Luke the Little Lion loves lollipops! Now take your magic marker and finish the dotted L's on all of Luke's lollipops. BEEP Now draw more L's on the rest of the lollipops. BEEP Now get worksheet number two. BEEP

Guess what happened! Luke, the Little Lion got lost. He needs you to help him find the way home. Get your magic marker and draw a line to show him the way home. Start next to Luke. If you come to a picture of something that starts with ll, the L-sound, turn a corner. If you come to a picture that doesn't start with L, don't turn a corner. Ready? Remember, turn the corner only at an L picture. BEEP Did you show the little lion how to get home? If you found the right way, you turned the corner only at the ladder, the lamp, and the lock. Thank you, (child's name). You've helped Luke a lot.

Now get worksheet number three. Luke wants to tell you something. But he got his letters all mixed up. Those letters at the top of the page won't say anything until you straighten them out. Then you'll know what Luke wants to tell you. Here's what to do. Do you see a T?. . Write a T in the first space under the mixed-up letters. . B E E P. . Write an H in the space next to the T. . B E E P. . . Write an A next. . B E E P. . . Next to the A make an N. . B E E P. . . The letter beside the N is a K. Skip past the K to the next word. First write the letter Y. . B E E P. . . Next comes the letter O. . B E E P. . . Now there's just one space left and one letter that you haven't used yet. Do you know which it is?. . (Pause). . It's the letter U. Write a U in the last space. . B E E P. . Now that you've put all those letters where they belong, can you read what Luke wanted to tell you?. . (Pause). . If you read, "Thank you", you were absolutely right! Luke and I *both* thank you for doing such a fine job.

Now get worksheet number four. . (Pause). . What word do you see at the top of the page?. . (Pause). . Did you say *all*?. . Very good, (child's name)! We're going to play a riddle game. The answers are words that rhyme with *all*. Listen carefully. Here's the first riddle. What do you play with that's round and bounces?. . (Long Pause). . If you said a ball, you're right! Look at the box marked number one. *All* is written there already. What letter do you need in front of *all* to make *ball*? . . (Pause). . Did you say a *B*?. . Write a B in front of the word all in box one. . B E E P. . .

Here's the second riddle. If you're not short, you must be - what?. . (Long Pause). . Did you say *tall*?. . . Right again! Look at box two. . What letter do you need to make *all* into *tall*?. . (Pause). . Did you say *T*? Good! Write a T in front of the all in box two. . B E E P. . . . Here's riddle number three. What do you do when you trip on the curbstone?. . (Long Pause). . Did you say *fall*? you got that one right, too! Very good, (child's name)! Now look at box three. What letter do you need to make all into fall? ..(Pause).. Did you say an F? Fine! Write an F in front of the all in box three. BEEP Here's the last riddle. What does your mother do when you're playing outside and it's time for supper? ..(Pause).. Did you say call? Right on, (child's name)! What letter do you need to make all into call? ..(Pause).. Did you say C? Write a C in front of the all in box four. BEEP Now start with box one and read me the words you made. BEEP Did you say ball, tall, fall, and call? Good work, (child's name)! You're a pretty perfect puzzler!

Now get worksheet number five. BEEP What two letters do you see at the top of the page? ..(Pause).. If you said L and G you're 100% right! Get the little envelope. It has some gold letters inside. Take them out and count them. BEEP You should have three G's and three L's. Spread them out on the floor (or table) in front of you. BEEP Now look at the pictures. What do you see in the first box? ..(Pause).. Did you say a dog? That's right. What's in box two? ..(Pause).. A doll. Right again. What's in box three? ..(Pause).. A ball. Okay. And what's in the fourth box? ..(Pause).. A pig. Good. What's in box five? ..(Pause).. A bell. Very good. And in the last box what do you see? ..(Pause).. A leg. That's right, (child's name). Now look at the first box again. What do you see? ..(Pause).. A dog. Say the word dog after me.

(Note to the parent: Say the word dog slowly, making both the beginning D-sound and the final G-sound very clear.)

Do you hear the guh-sound the letter G makes anywhere in dog? ..(Pause).. The word dog ends in guh, doesn't it? So take one of the gold letter G's and stick it next to the picture of a dog. BEEP Now tell me what you see in box two. ..(Pause).. A doll. That's right. Say the word doll again and listen to the sound it ends with ..(Long Pause).. Doll ends with ll, the sound your new letter L makes. Stick a gold letter L next to the picture of a doll. BEEP Now do the same thing with the rest of the pictures. Say the words and listen very carefully to the sounds they end with. Then stick the rest of the gold letters beside the pictures where they belong. BEEP Let's see if you put the rest of the letters where they belong. Did you put G's beside the pig and the leg? ..(Pause).. And did you put L's beside the ball and the bell? ..(Pause).. If you got all those right, give yourself a great big star at the top of the page. You worked very hard today, (child's name). You're doing great and I'm very proud of you! BEEP

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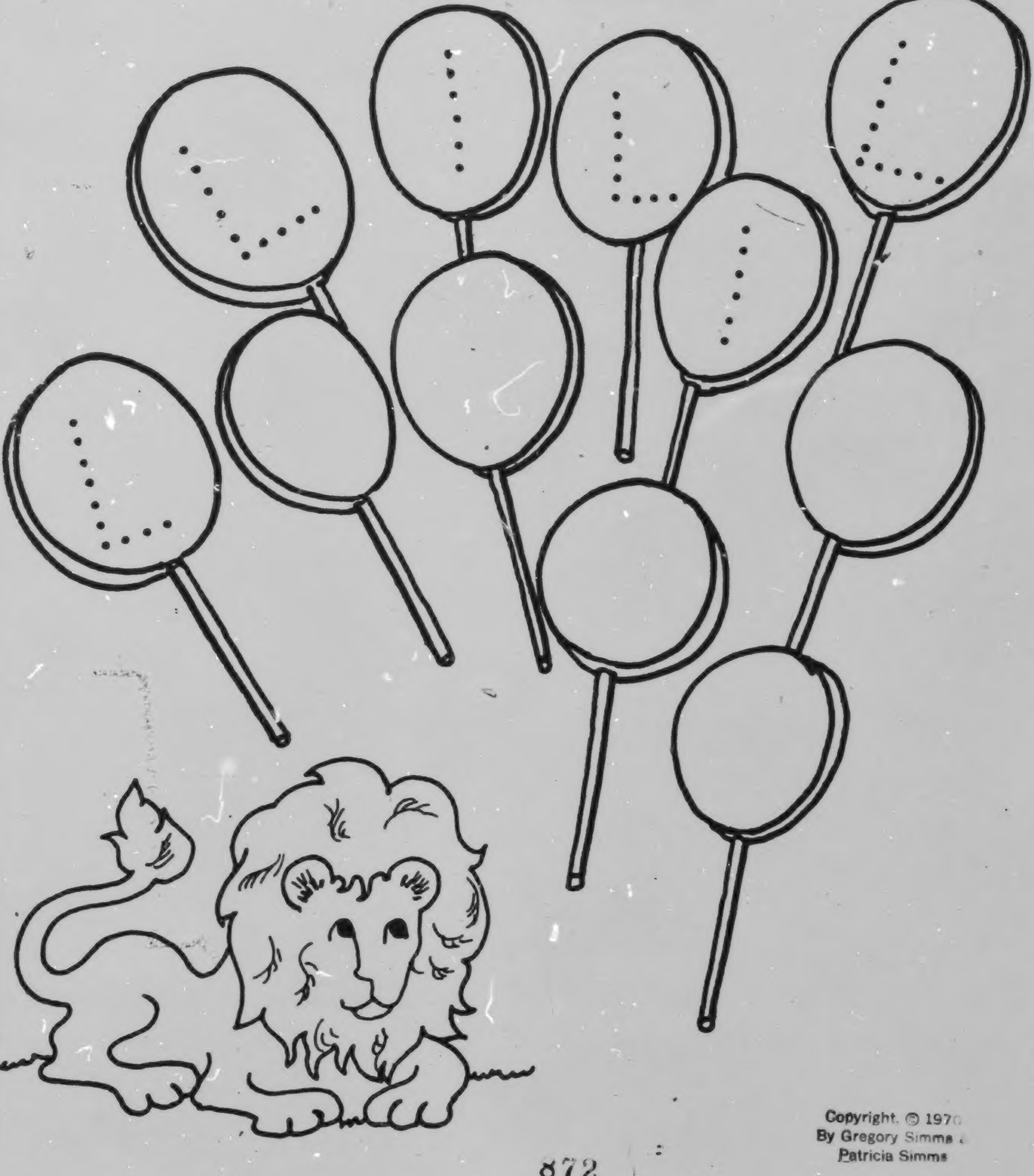

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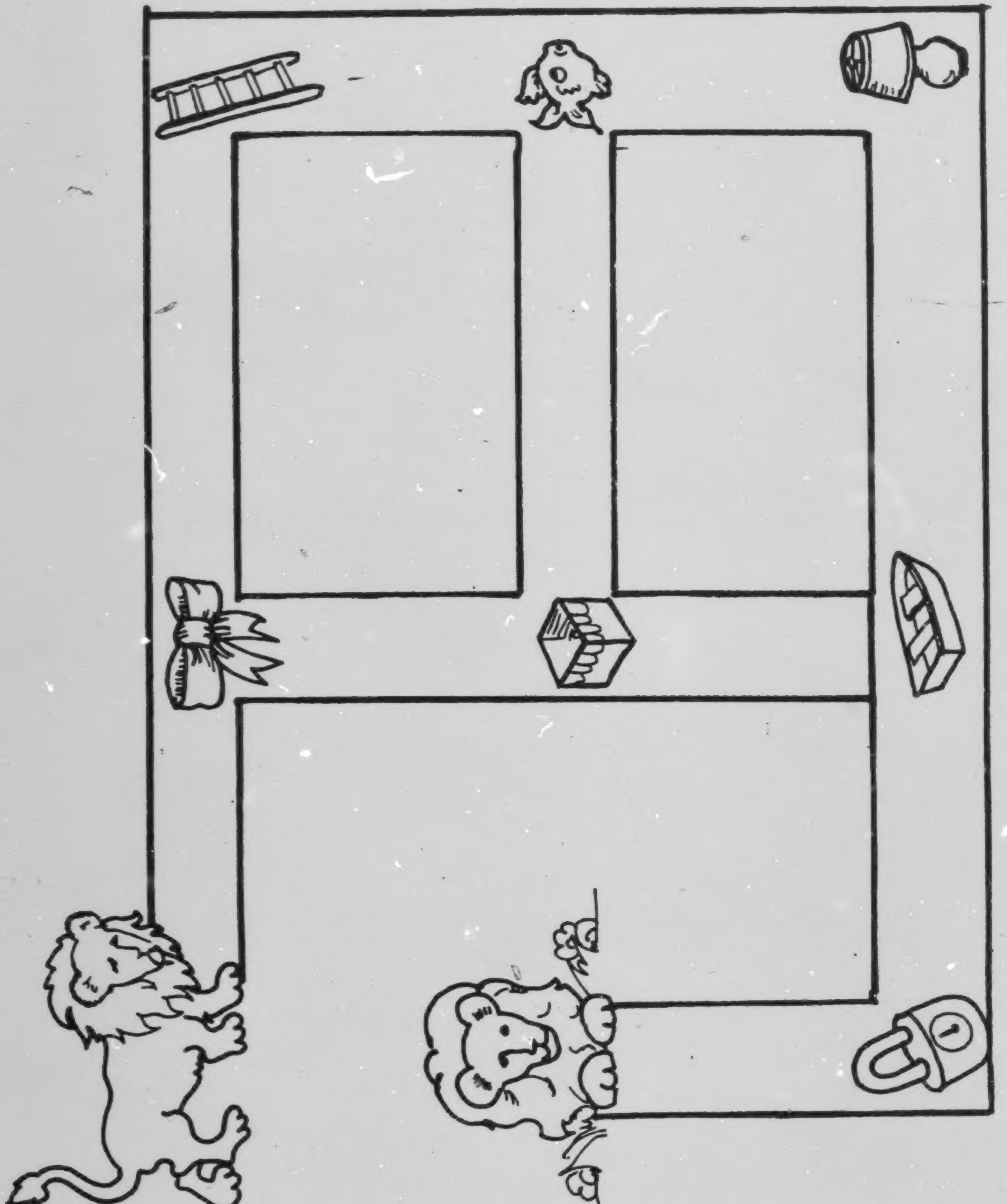

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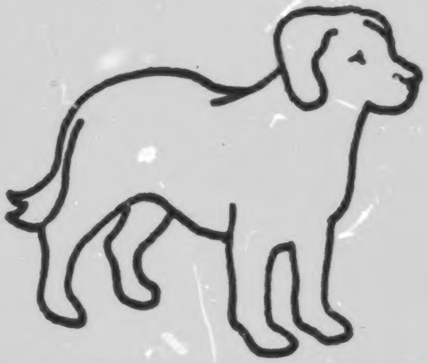

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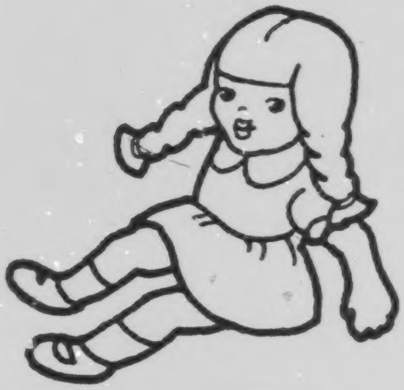

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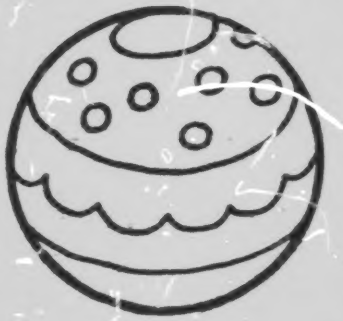

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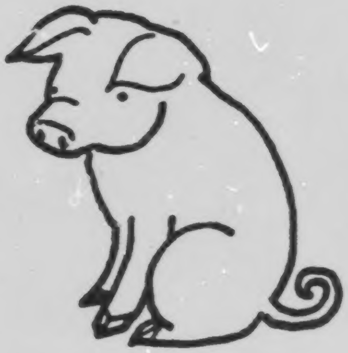

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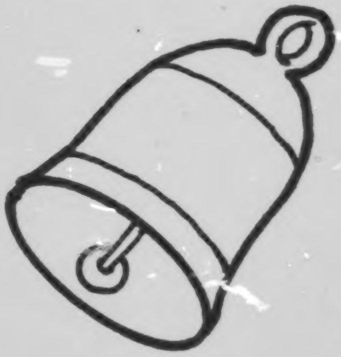

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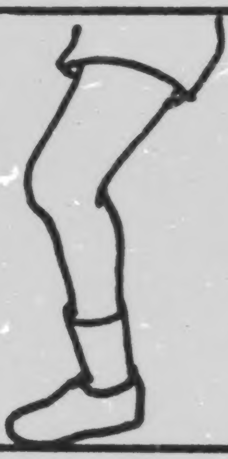

LESSON EIGHTY

Instructions

In this lesson your child will review the letter L and meet the new letter W. Remember when you introduce a new beginning sound to stretch it out as much as you can, so your child will be able to hear it clearly.

He will also learn about the ay-family of words and read another short story. To get the story ready for the lesson, fold worksheet five in half. Put it with the rest of the worksheets with the title page facing up.

Materials You Will Need

5 Worksheets
Cut-out page
Magic marker
Scissors
Tape or paste

TAPING

(Note to parent: As in the last lesson, sing the syllables "la, la, la, la" to a tune your child knows and likes).

La, la, la, la, la, la, la. .. Hi, (child's name)! Does that song remind you of the lovely little letter you learned in your last lesson? What letter is it? ..(Pause) .. The letter L, that's right! Today let's play a game of opposites with some more words that start with the sound llll that the letter L makes. Listen and see how many L-opposites you can guess.

What's the opposite of early? It begins with L. .. (Pause).. Did you say late? Good for you, (child's name)! What's the opposite of high? ..(Pause).. Did you say low? Right again! What L-word means the opposite of win? .. (Pause).. Lose. Very good. And what's the opposite of big? ..(Pause).. Little. That was easy, wasn't it? What L-word means the opposite of dark? ..(Pause).. Light is

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right! And the next L-word is the opposite of first. What is it? ..(Pause).. It's last, and that's the last opposite for today. Get your first worksheet and you'll see some more words that begin with L. ..B E E P..

That looks like a big lifesaver, doesn't it? Turn the lifesaver around and look at the pictures. When you see a picture that starts with an L, draw an L next to it. ..B E E P.. Did you make an L next to the lightning, the leaf, the letter and the lettuce? If you did, give yourself a big star at the top of the page. ..B E E P..

I have a new alphabet letter for you to meet today. Listen to the sound it makes: (Note to parent: Make your voice go up and down like the sound of wind rising and falling).

Wwwwwwwwwww ... Wwwwwwwwwww ... Wwwwwwwwwww ...

What does that sound like, (child's name)? ..(Pause) .. It sounds like the wind, doesn't it? The letter W is the windy letter. It makes the sound the wind makes: Wwwwwwwwwww. Let's hear you make the sound the letter W makes. ..(Pause).. That was just a tiny breeze. I could hardly hear it. Let's hear you make the W-sound the big west wind makes. ..(Pause).. That's much better. Now let's hear you be a great big tornado. ..(Pause).. Wow! That's wonderful, (child's name)! Now get page two and tell me what you see. ..B E E P..

There's the west wind blowing lots of letter W-clouds away. Some of the clouds have capital letter W's in them. Color all those clouds purple. ..B E E P.. Now color all the clouds with lower-case letter W's in them any colors you like. ..B E E P.. Good work, (child's name). Now get the cut-out page and your scissors. ..B E E P..

Point to the pictures and name them along with me: (slowly) Do you see the wheel, the witch, the cat, the birds, a whale, a wagon, and flowers? Name them again and listen to the sound the words begin with. Can you find the four that begin with the wwww sound the letter W makes? ..B E E P.. If you said the wheel, the witch, the wagon and the whale you were absolutely right! Now cut out the four pictures that begin with the letter W. ..B E E P..

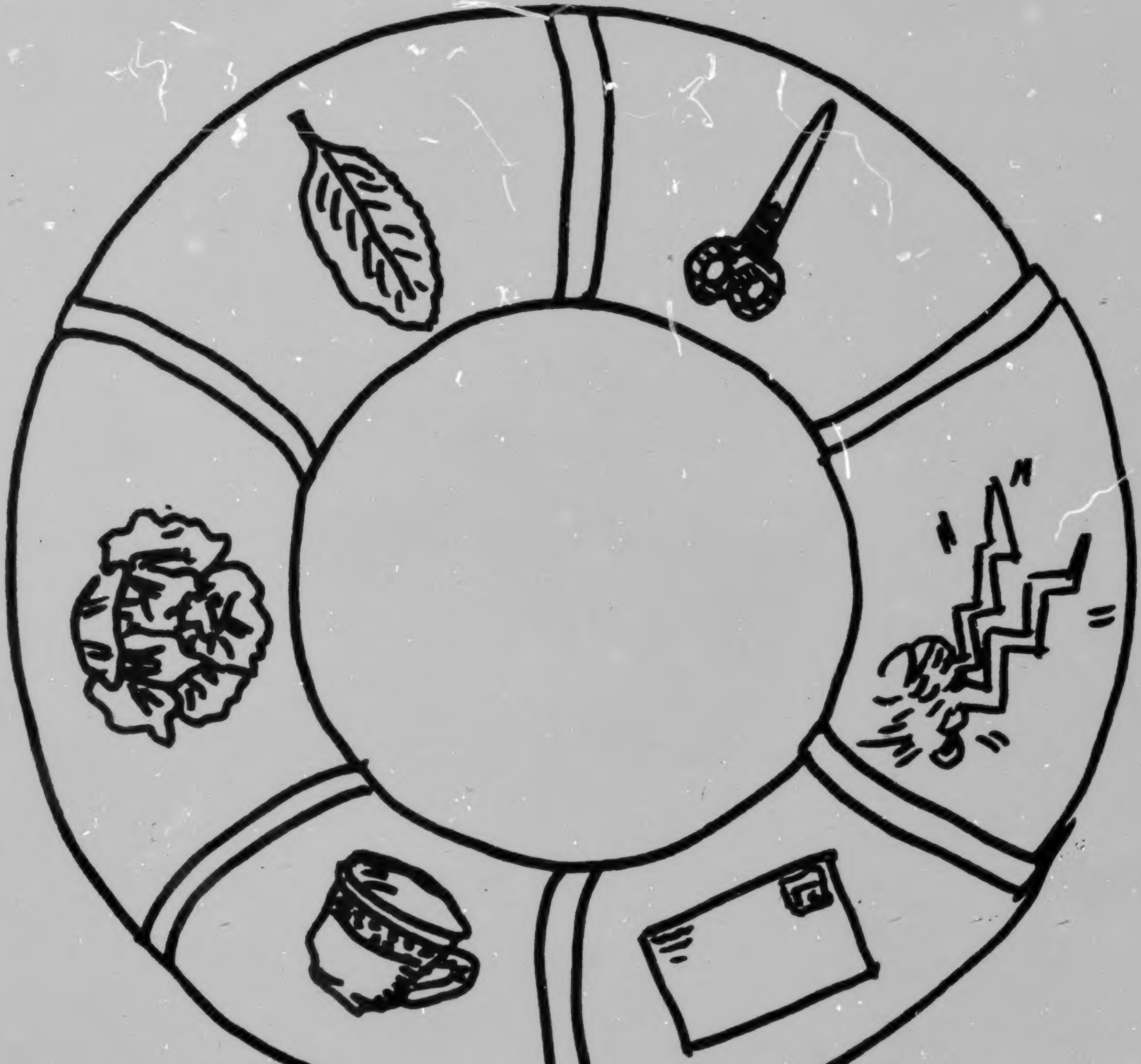
Get worksheet number three. ..B E E P.. What does that look like? ..(Pause).. It's a wall, but it would look much better if it had some pictures on it. Get the paste (or tape) and stick all your W-pictures on the wall. ..B E E P.. Very good, (child's name).

Today we're going to meet a new word family too. You'll see them on page four. ..B E E P.. What two letters do you see in the box at the top of the page? ..(Pause).. A and Y, that's right. A and Y together say ay. And those are the ay-children, having a snowball fight. Put your finger on the one with a D snowball in her hand. Her name is spelled D-A-Y. If you put the sound duh in front of ay, you make an ay-word. Do you know what it is? ..(Pause).. If you said day, you're really thinking, and I'm proud of you! Color Day's jacket red. ..B E E P.. Can you find the ay-child whose name is Say? What letter does Say start with? ..(Pause).. An S, that's right. Color Say's jacket green. ..B E E P .. Find the one holding a P-snowball. ..(Pause).. Can you guess her name? ..(Pause).. It's Pay. Very good, (child's name). Color Pay's jacket yellow. ..B E E P.. Now color Gay's jacket brown. ..B E E P.. Color May's jacket orange. ..B E E P.. Now there's just one ay-child left. What letter is on his snowball? ..(Pause).. The new letter W. And what sound does W make? ..(Pause).. Wwwww, like the wind. Put wwww in front of ay and tell me what that says. ..(Pause).. If you said way, you were right again! Wow, you're doing great today, (child's name)! Color Way's jacket any color you like. ..BEEP..

Today's story has lots of ay-words in it Get out your last worksheet. It folded in half and says page five at the top. ..BEEP.. Do you know what's missing from the first page of the story? ..(Pause).. The name of the story is missing. I'd like you to write it in. I'll tell you what letters to write in the boxes. In the first box write the letter A. ..BEEP.. That's the first word in the name of the story. What does it say? ..(Pause).. It says A, of course. The next word is a long word. How many letters will it have? ..BEEP.. It has six letters in it. The first letter is P, like in puppy. Write a P in the first box. ..BEEP.. Next comes the letter I. Write it next to the P. .. BEEP.. Make the letter C in the third box. ..BEEP.. Now you've written half of the word. Can you sound out what you write? What sound does the letter P make? .. (Pause).. It says puh. What sound does I make in the middle of a word? ..(Pause).. It says iii. And what does C say? ..(Pause).. It says kuh. Now put puh and iii and kuh together and what do you get? ..(Pause).. You get pic, and that's the first part of the word you're making. Can you guess what the whole word is going to be? ..(Pause).. Let's finish it now. Make an N next to the C. ..BEEP.. In the next box write another I. ..BEEP.. In the last box write another C. ..BEEP .. Look at the last three letters you wrote: N, I, C. Can you sound them out to finish the word? Think very hard and see if you can read that long new word. ..BEEP .. I bet you got it! Did you say PICNIC? If you did, you deserve a great big star somewhere on the first page of the story. Now see if you can read the story about a picnic. ..BEEP..

Did you know all the words in the story, (child's name)? I bet you did. If you like, you can make your own drawings to go with the story. When you've finished, come show them to me. ..B E E P..

Page 1



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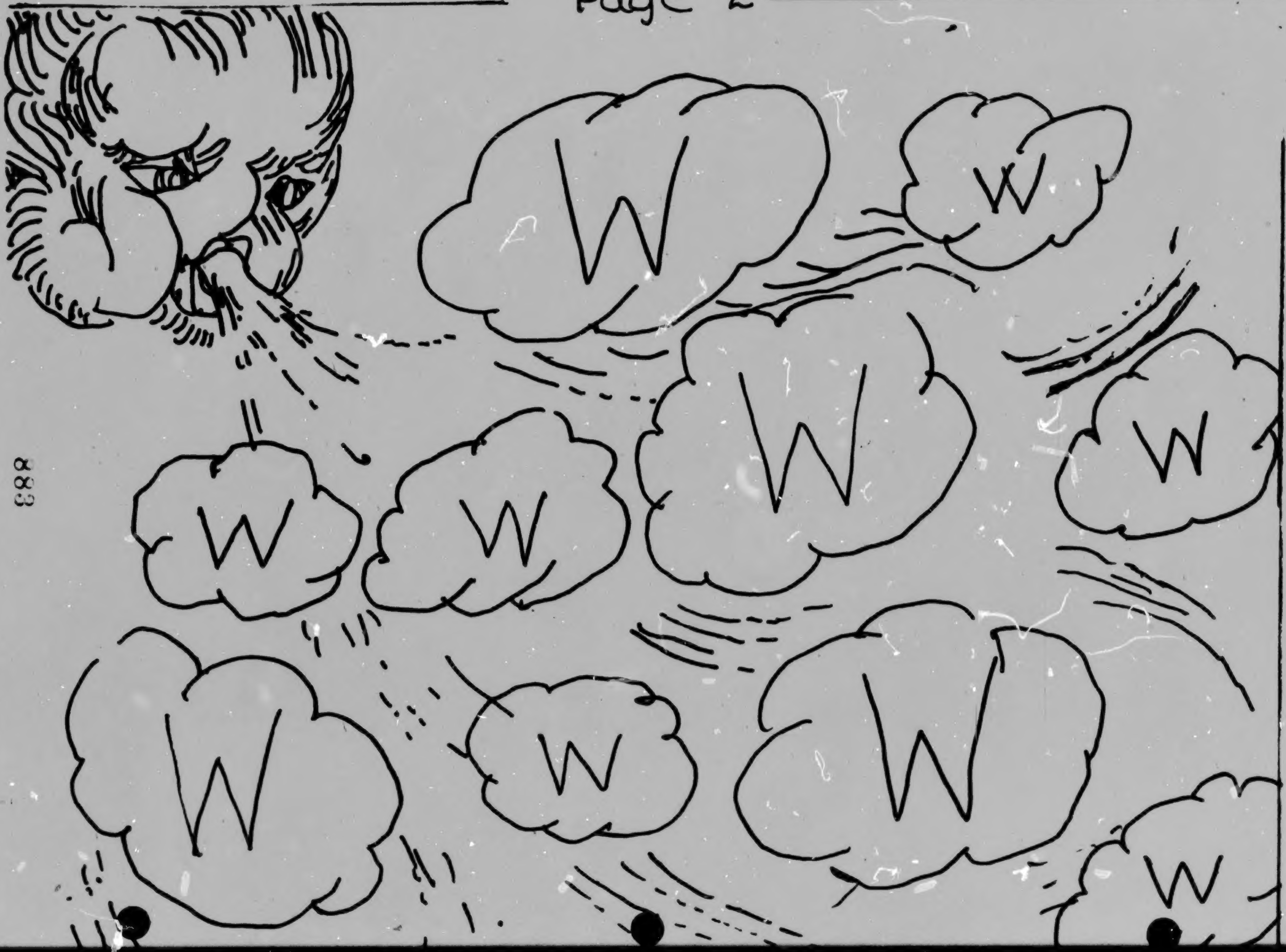
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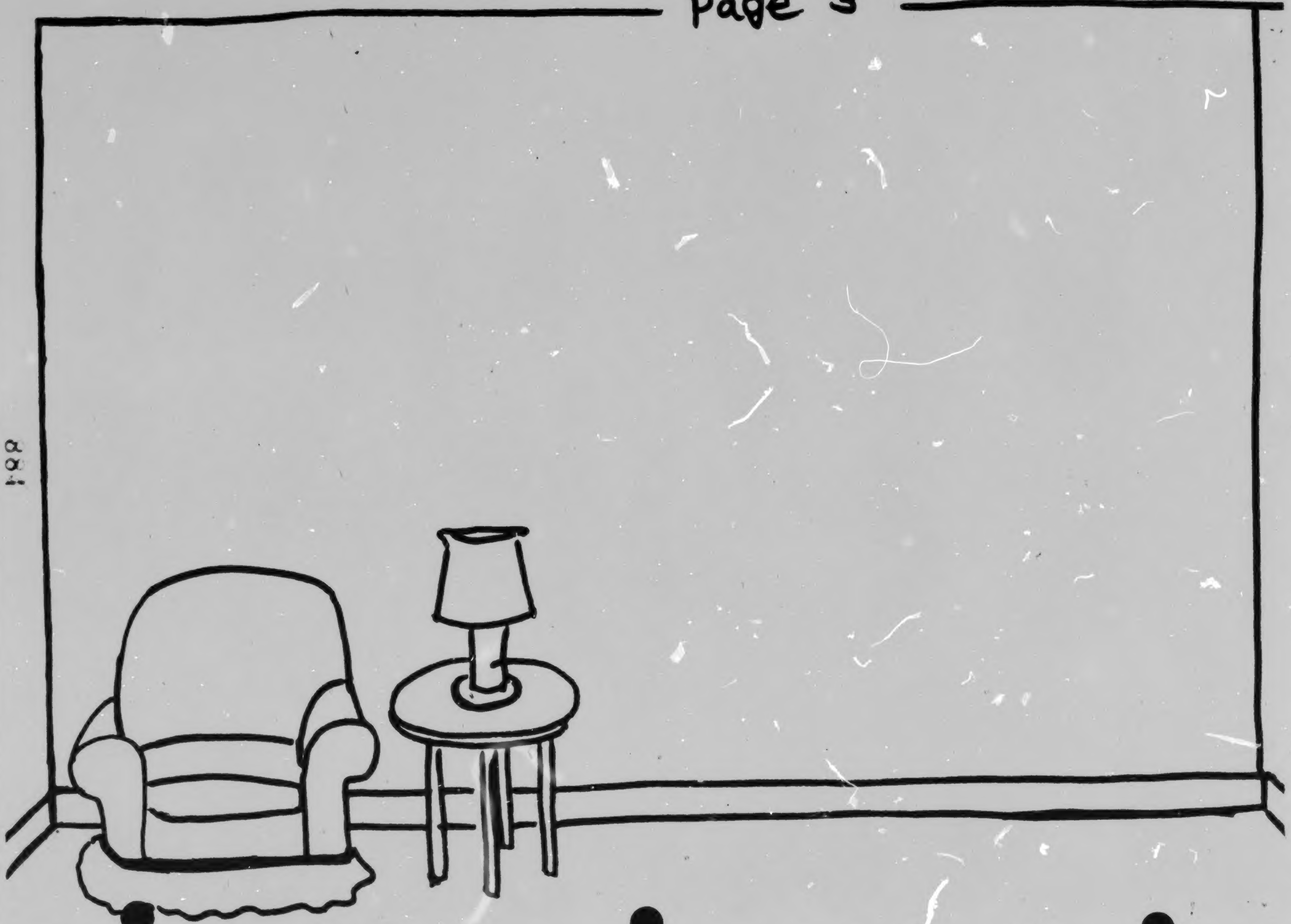

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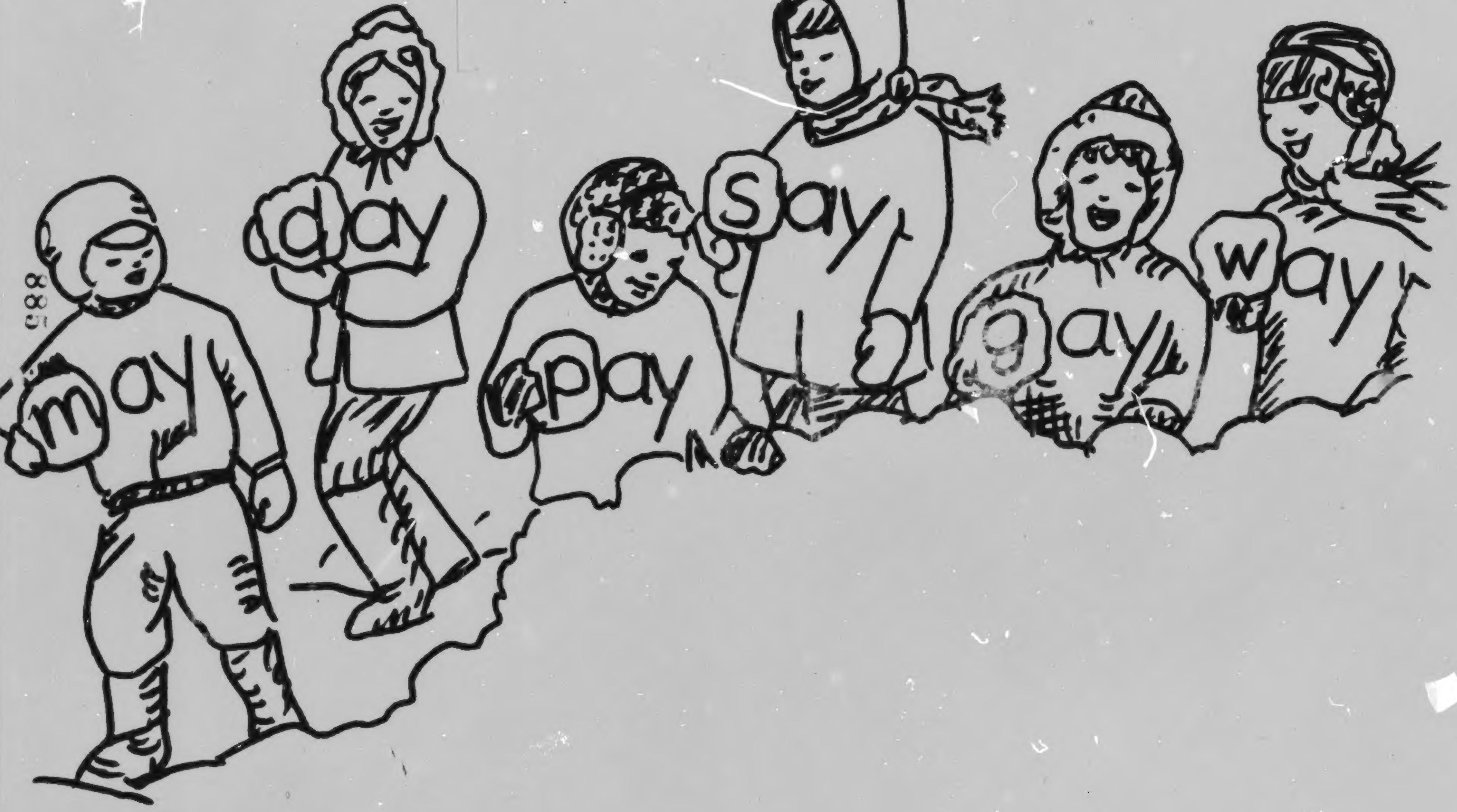
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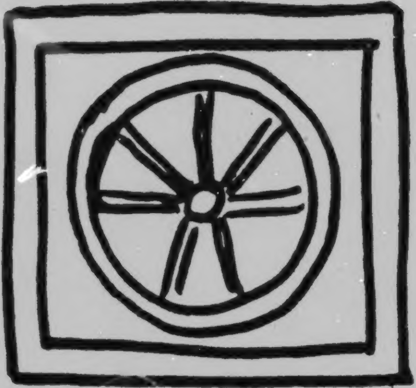
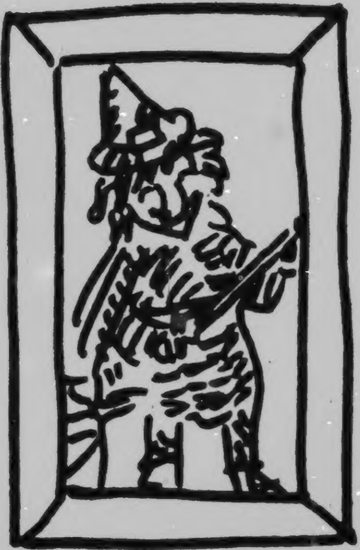
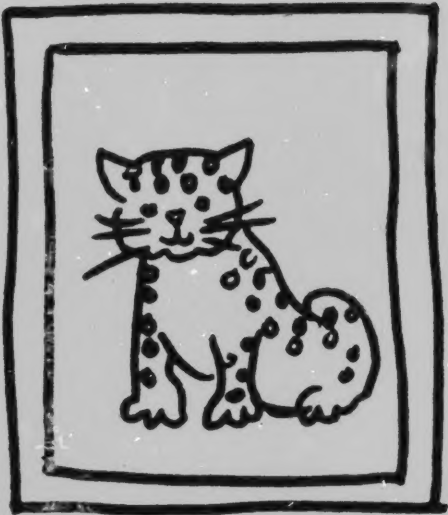
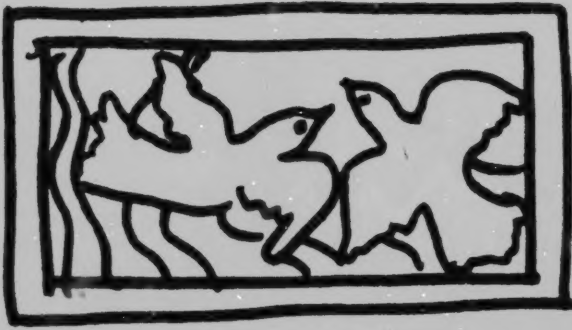
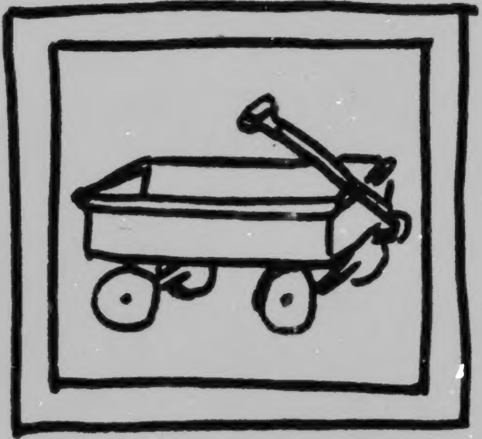
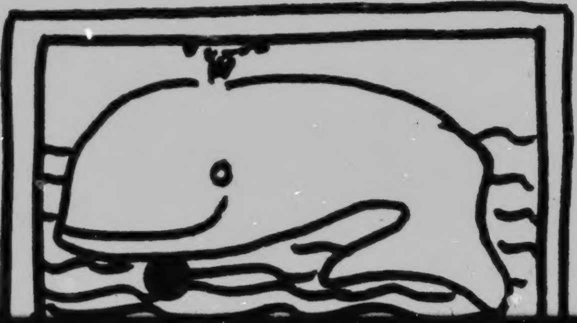


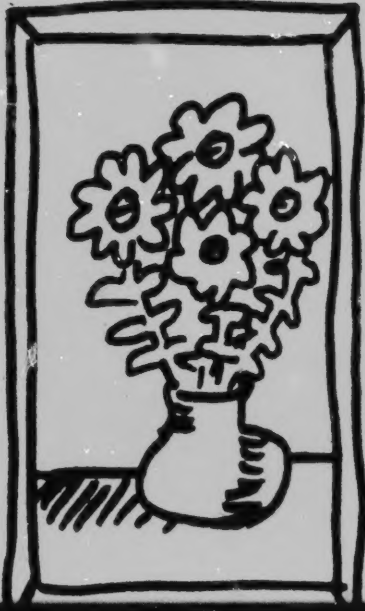










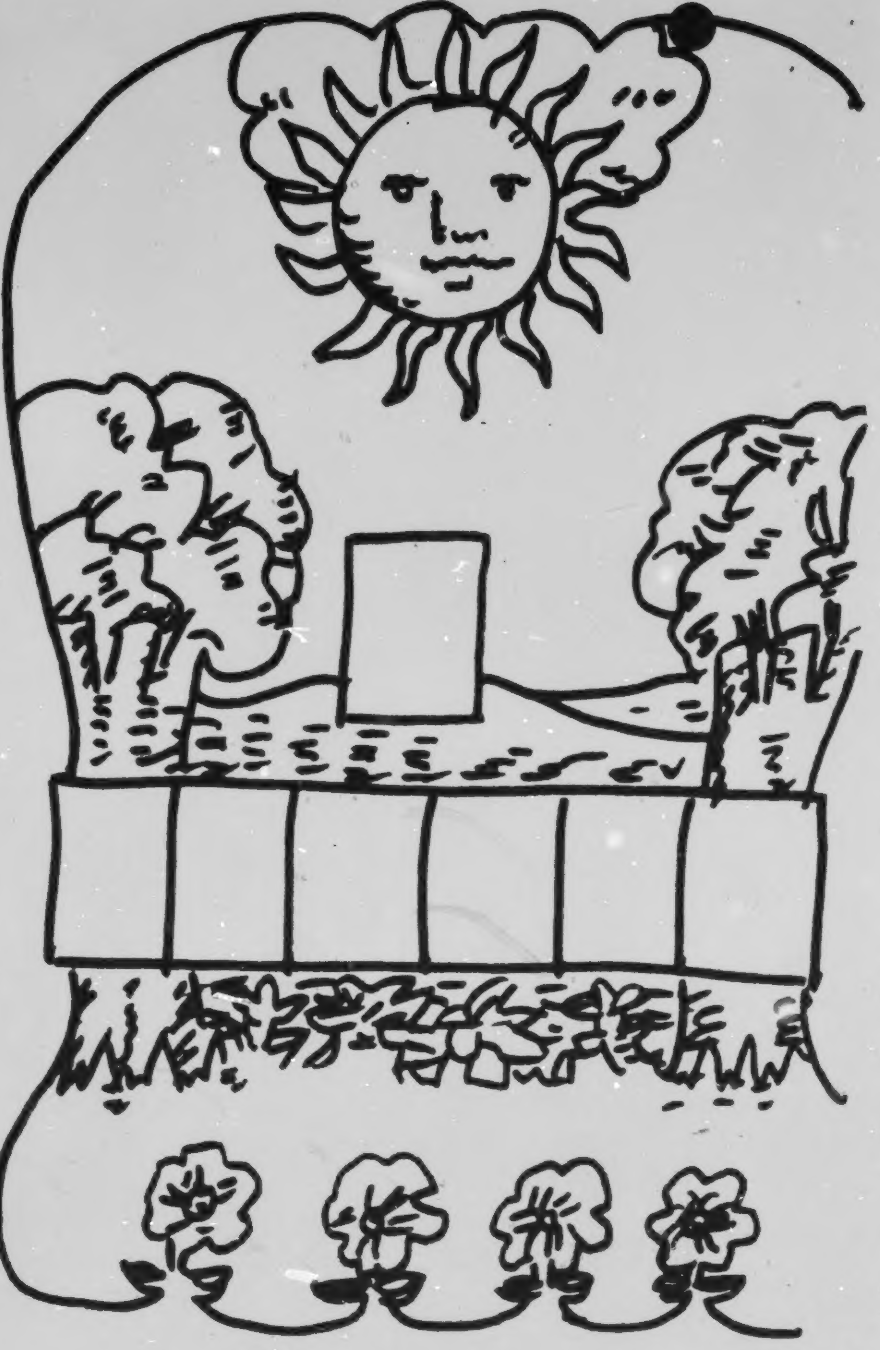


My mother said. "There is the ham. Call big brother and sister."

What do I do? I fall on the ham.

Now my mother is mad at me.
My big brother is mad at me
My sister is mad at me.

No. today is not my day.



Today is not my day.

My mother said, "We go on a picnic today."

"A picnic!" "Cool", I said.

At the picnic, what do I do?
I hit a ball and the ball hits my sister.

My big brother said, "I will go fish."

What do I do? I sit on his fish

LESSON EIGHTY-ONE

Instructions

In today's lesson, your child will meet the short e sound that is found in words like pet and met. When you see eh underlined in the script, be sure to pronounce it as you would the e in pet. The letter J is also introduced in this lesson. Be sure to stress it every time you see it underlined at the beginning of a word.

Materials You Will Need

6 worksheets
Magic marker
Crayons

Taping

(Note to parent: As in the last lesson, make your voice go up and down to imitate the sound of the wind.)

Wwwwwwwww. . . Wwwwwwwww. . . Wwwwwwwww. . . Do you hear the wwwest wwwind wwwhistling in the wwwoods, (child's name)? That means that the wwwindy letter is back again. Do you remember what it is?. . (Pause). . The letter W, that's right! Get out your first worksheet. . B E E P. . .

Wow! What a weird wiggly worm! I see lots of other things too that begin with the www sound that the letter W makes. Do you? Get your crayons and color everything you see that begins with W. . B E E P. . . Did you find all the W-things, (child's name)?. . If you colored the worm. . . the watch. . . the wheelbarrow. . . the wheel. . . the wagon. . . the wall. . . the window. . . the witch. . . and the watermelon,you didn't miss a trick! Pretty cool, (child's name)! Give yourself a big star at the top of the page. . B E E P. . . .

Now get worksheet number two. . B E E P. . . What do you see?. . (Pause). .

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That's an egg carton, with lots of eggs inside. What do you think that word on the box says?. . (Pause). . It says eggs, of course. You say it and listen to the sound the letter E makes in the word eggs. Say it: eggs. . . Eggs. . . The letter E makes a short sound, too. It says eh, eh, eh. You say it: eh. , . eh. . . eh. . . Very good, (child's name). Now get your magic marker and make an E in one of the eggs. Say eh out loud while you draw the E. B E E P Now draw E's in all the rest of the eggs. Every time you make an E, let me hear you say eh, nice and loud. B E E P Now how many eggs have E's in them? Count them. B E E P You should have twelve eggs with E's in them. If you do, that's excellent, (child's name)!

Now get worksheet number three. B E E P What do you think Mr. Painter is doing?. . (Pause). . It looks like he's putting up a sign he just made, doesn't it? Can you sound out the word on the sign? Put www and eh and tuh together and tell me what you get. . (Pause). . If you said wet, you were absolutely right, (child's name). Give yourself a big star at the top of the page. The letter E makes its short sound eh in lots of other words. Look at page four. B E E P

There are some paint cans with lots of et-words on them. Can you find a can that says pet? Sound it out: puh. . . eh. . . tuh. . . pet. Color the can that says pet red. B E E P Find the can that says get and color it blue. B E E P Now find the can that says set and color it orange. B E E P Find the can that says let. Color it green. B E E P There's just one paint can left. Can you read the word on it?. . (Pause). . Did you say met? Right on, (child's name)! Give yourself another great big star and color the last can any color you like. B E E P

Mr. Painter is going to make some more signs. Can you help him? Get your magic marker and write the word get in the first sign. Be sure to sound it out: guh. . . eh. . . tuh. . . get. What three letters spell get?. . (Pause). . Did you say G-E-T? Good for you, (child's name)! Write G,E,T in the first sign. B E E P Now write the word let in the next sign. Sound it out and you'll get it right:

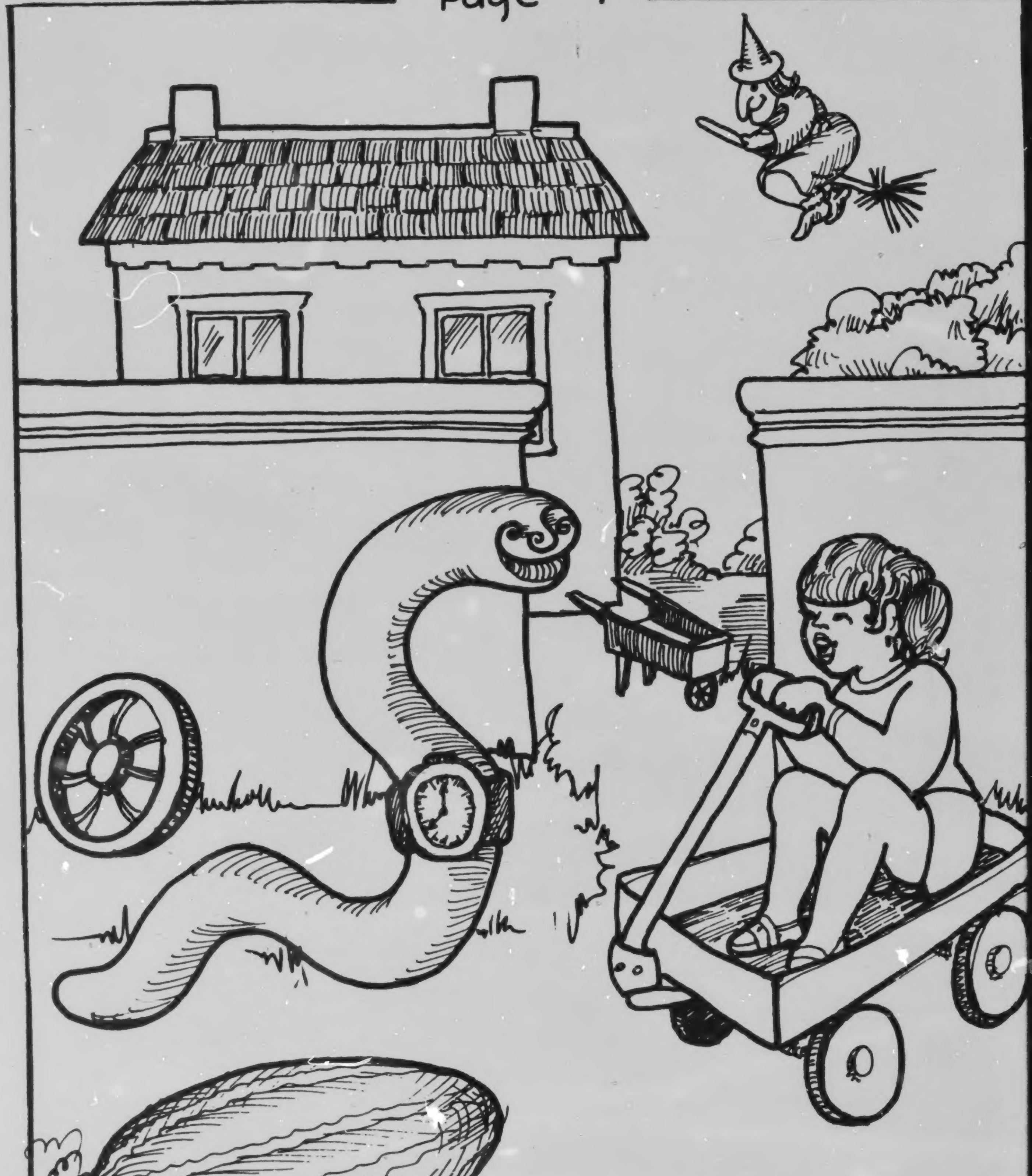
lll. . . eh. . . tuh. . . let. Write let in the second sign. B E E P Now write pet in the next sign. B E E P In another sign write the word net. B E E P In the last sign write the word set. B E E P Good work, (child's name)! Now get worksheet five. B E E P

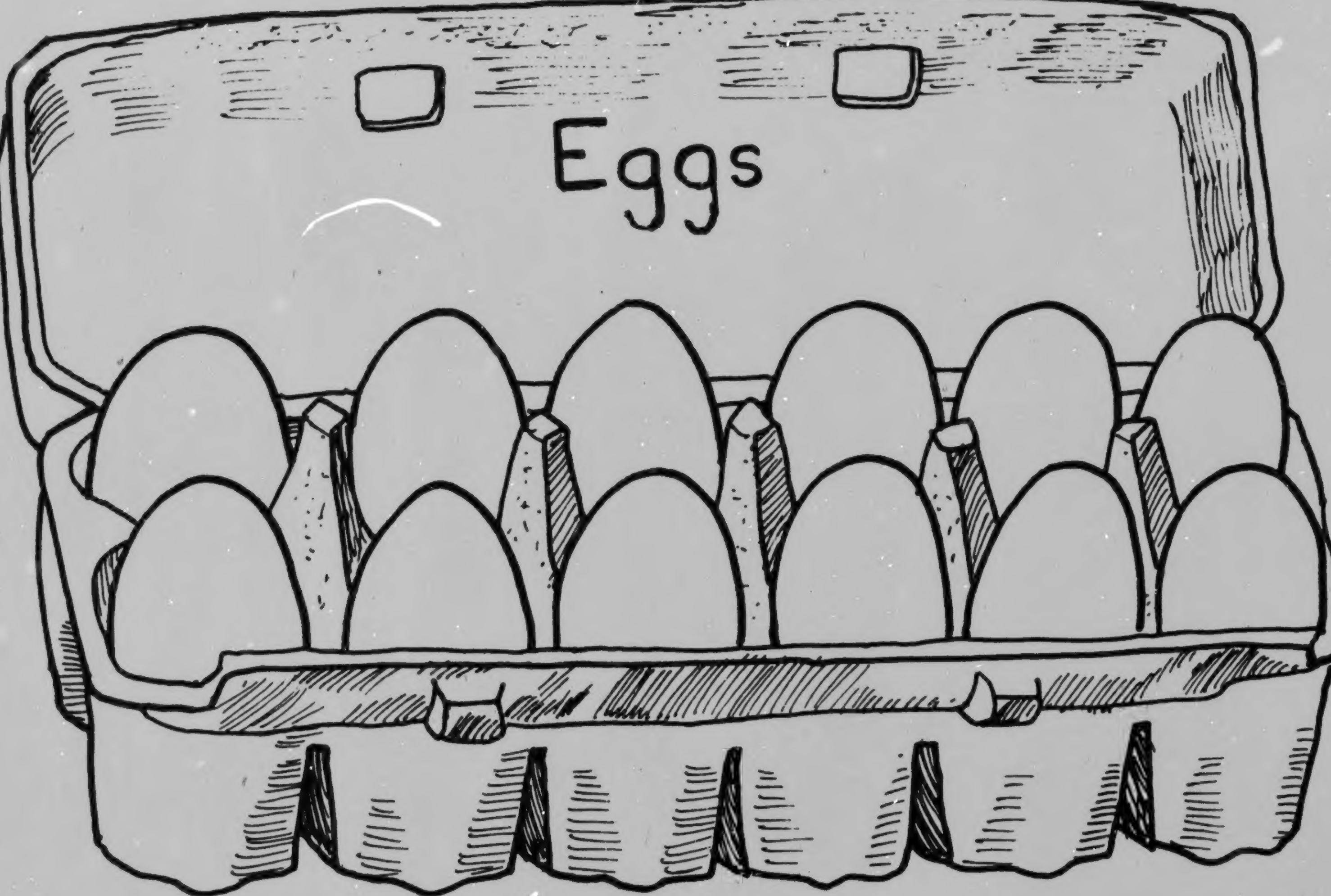
What do you see?. . . (Pause). . That's a jet, isn't it? Can you guess what the word at the top of the page says?. . (Pause). . If you said jet, you were right. That's very good, (child's name), because there's a new letter in the word jet. Jet begins with J, just like judge and jumping jack. Take your magic marker and fill in all the dotted J's you see. B E E P

Mr. Painter just finished giving the jet a new coat of paint. Can you read what it says under the picture? B E E P Did you say, "This is a wet jet?" You're right again, (child's name), and you're reading like a champion!

You're reading so well, I know you'll be able to read today's story all by yourself. It's on worksheet number six. B E E P When you've finished reading the story, come and read it to me too. B E E P

81-1

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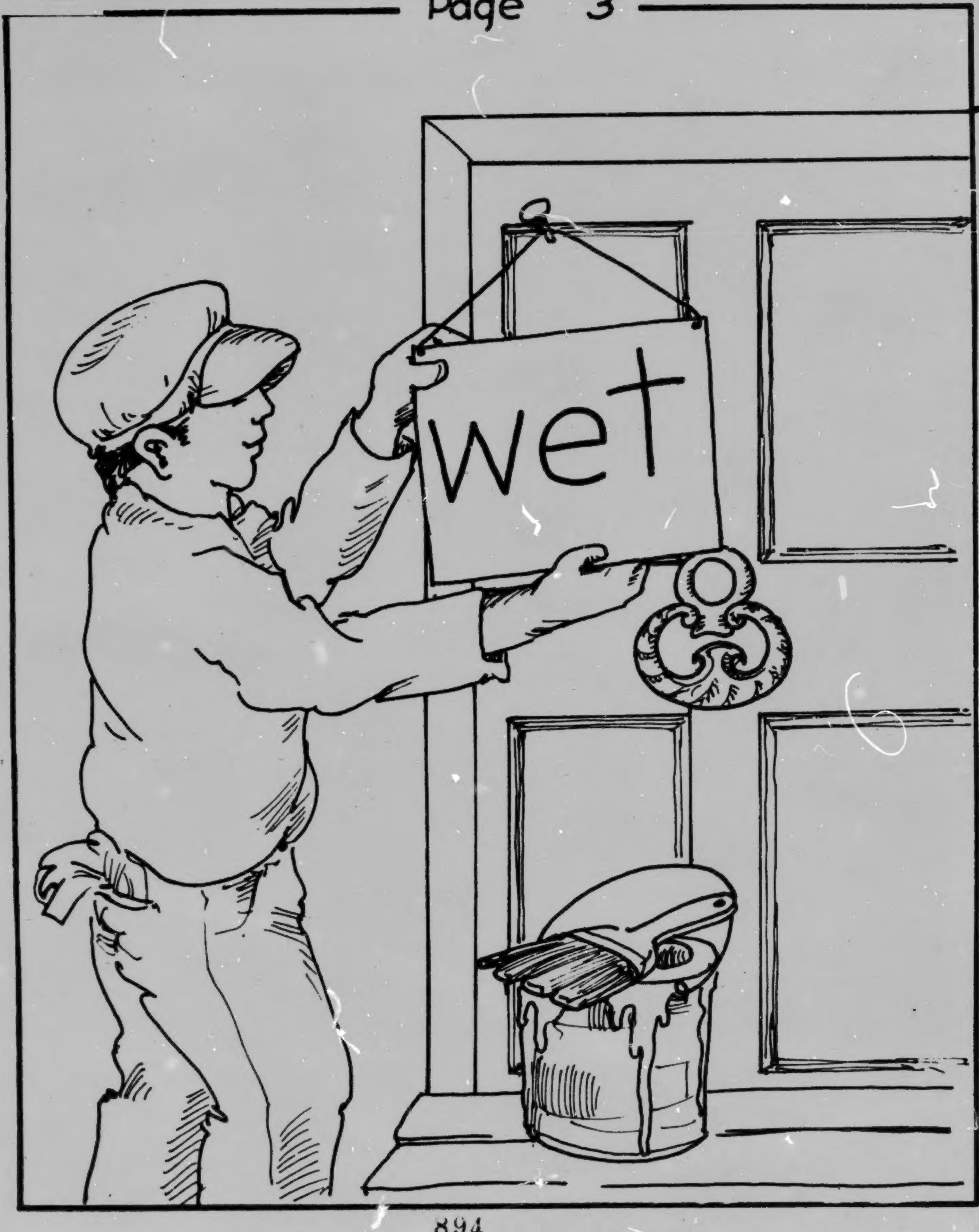
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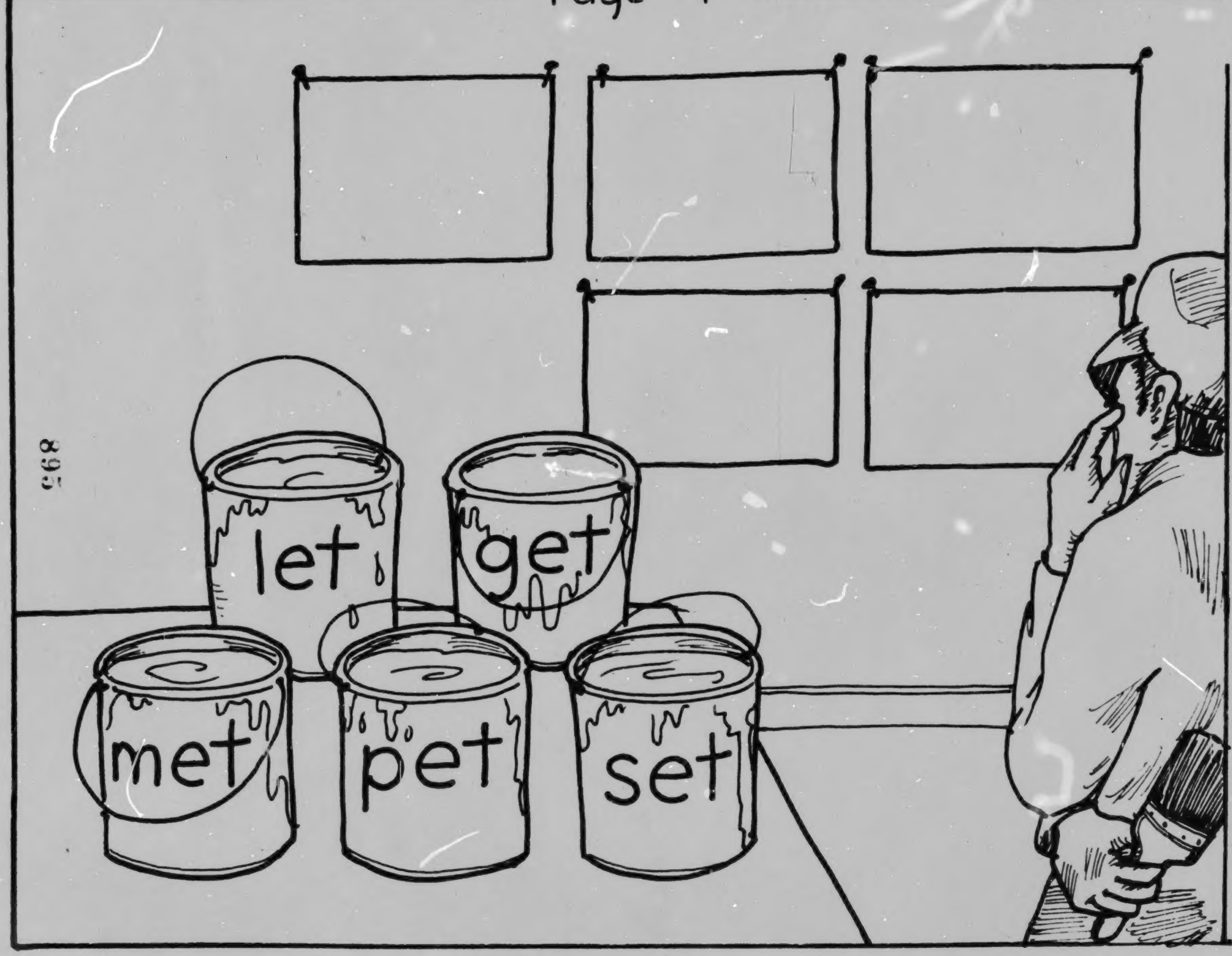
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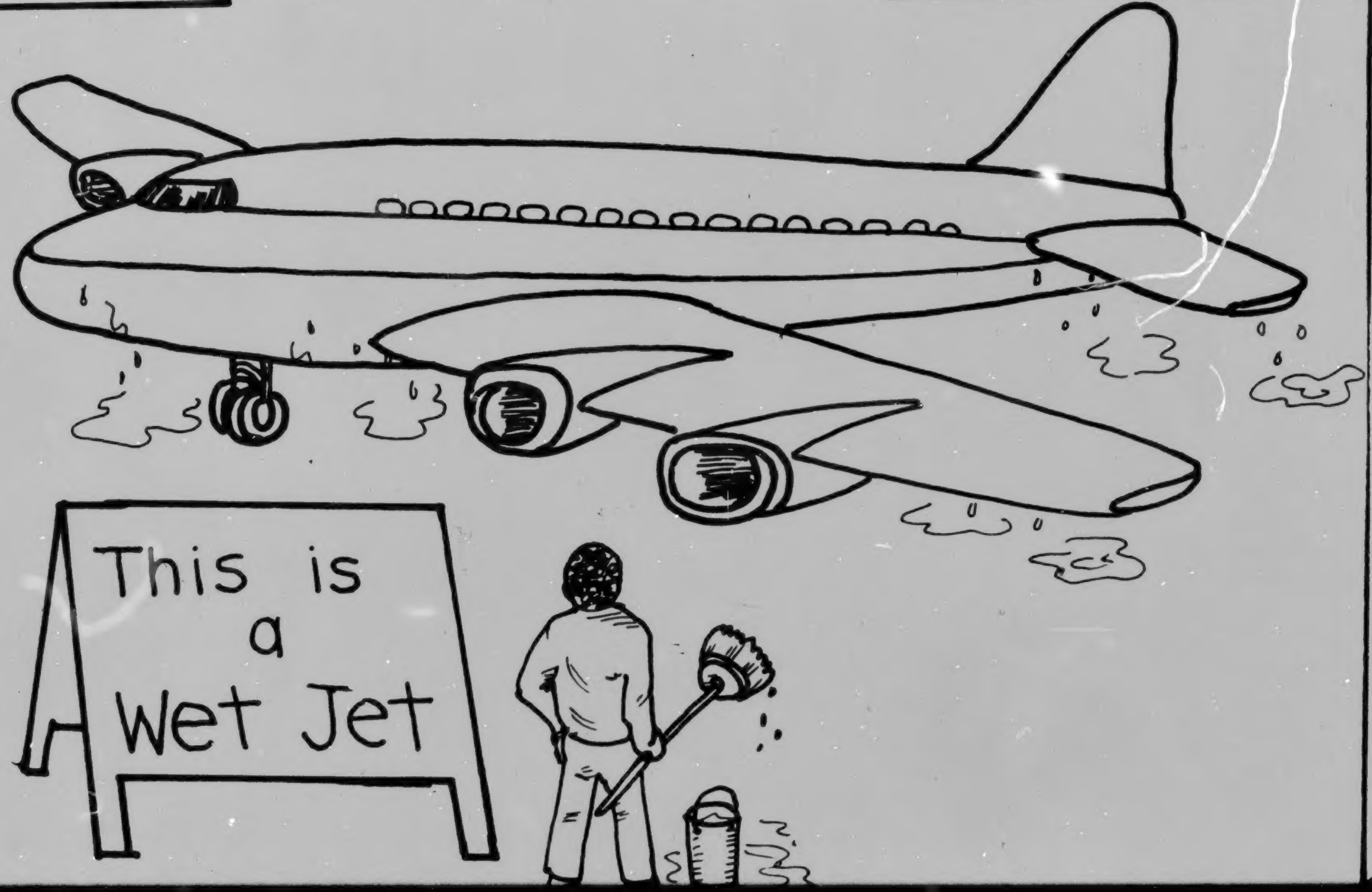
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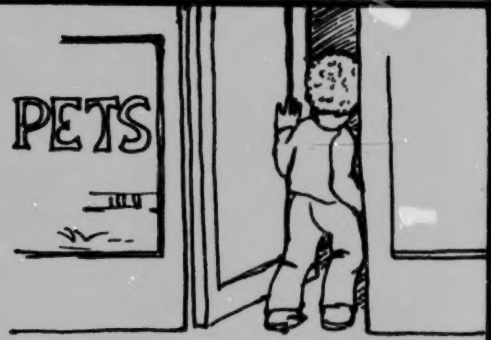
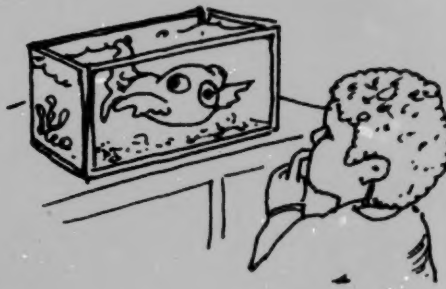
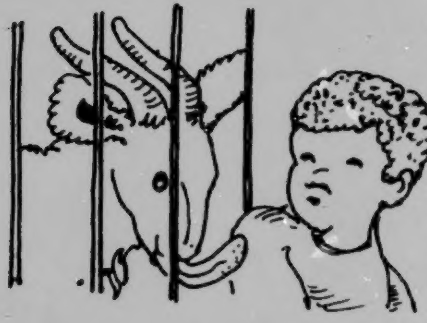


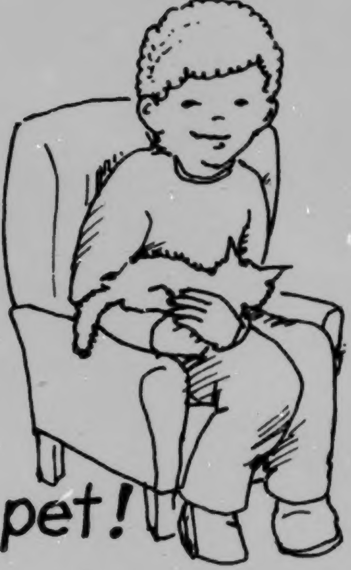
My mother said I can get
a pet.
What pet to get?



Not a fish.
I do not like a pet that
is wet.



Not a goat.
I do not like a pet that
is so big.



I like a pet I can pat.
I like a pet that will
sit in my lap.
What can I pat?
What will sit in my lap?
Man, it is all set.
I will get a cat for my pet!

R-50

Reading Lesson 82

Instructions

In this lesson, your child will meet the letter V and get more practice with vowel and consonant sounds. When you are taping the directions for the first worksheet, be sure to pronounce the words that are underlined very distinctly, so your child can clearly hear the beginning and ending sounds, as well as the vowels in the middle of the words.

He will also learn the days of the week and mark off the date on a calendar worksheet. Save the calendar page for the next lesson where it will be used again.

At the end of the lesson, your child will be asked to record "Nat the Cool Cat". Plan to be somewhere nearby to help him connect the microphone and make the recording.

Materials You Will Need

6 worksheets (Pages 4 and 5 are the same)
Nat the Cool Cat story from Lesson 45
Magic marker
Crayons
Scissors

Taping

Hi, (child's name)! Are you ready for today's lesson? Get worksheet number one. B E E P It looks like wash day, doesn't it? Somebody's got a lot of socks. But these are very odd socks. They have words in them. Get your crayons and we'll play a reading game with the socks. B E E P Look at the first pair of socks. Those two words look almost alike, don't they? Which letter is different?. . (Pause). . The middle letter is different. Can you find the one that says bat? Listen carefully to the sound in the middle of the word bat. Color the sock with bat in it red. B E E P Look at the next two socks. They're both alike except for the middle letter. Which one says set? Listen to the sound in the middle of the word set. . . sss. . eh. . tuh. . .

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set. That's the short sound the letter E makes in the middle of set. SSS. . eh. . tuh. . set. Color the sock with set in it blue. B E E P Look at the next pair of socks. One says met and one says mat. Color the one with met in it green. B E E P The next pair of socks is a tricky one. One sock says bet and one says bit. Can you find the one that says bit and color it yellow. B E E P Look at the next pair. Find the sock that says pit and color it purple. B E E P Now look at the second row of socks. The first pair of socks has the words Nat and net in them. Find the one that says net and color it brown. B E E P Look at the next pair and color the sock that says sit red. B E E P Find the sock with the word man in it and color it black. B E E P One of the words in the next pair says bad. Color the bad-sock orange. B EE P One of the last two socks has the word pin in it. Can you find it and color it any color you like. B E E P

Now get your second worksheet. B E E P What do you see?. . (Pause) . . A Valentine, that's right! Valentine starts with a new alphabet letter, the letter V. Take your magic marker and fill in all the dotted V's you see. B E E P Now get the next page, worksheet three. B E E P

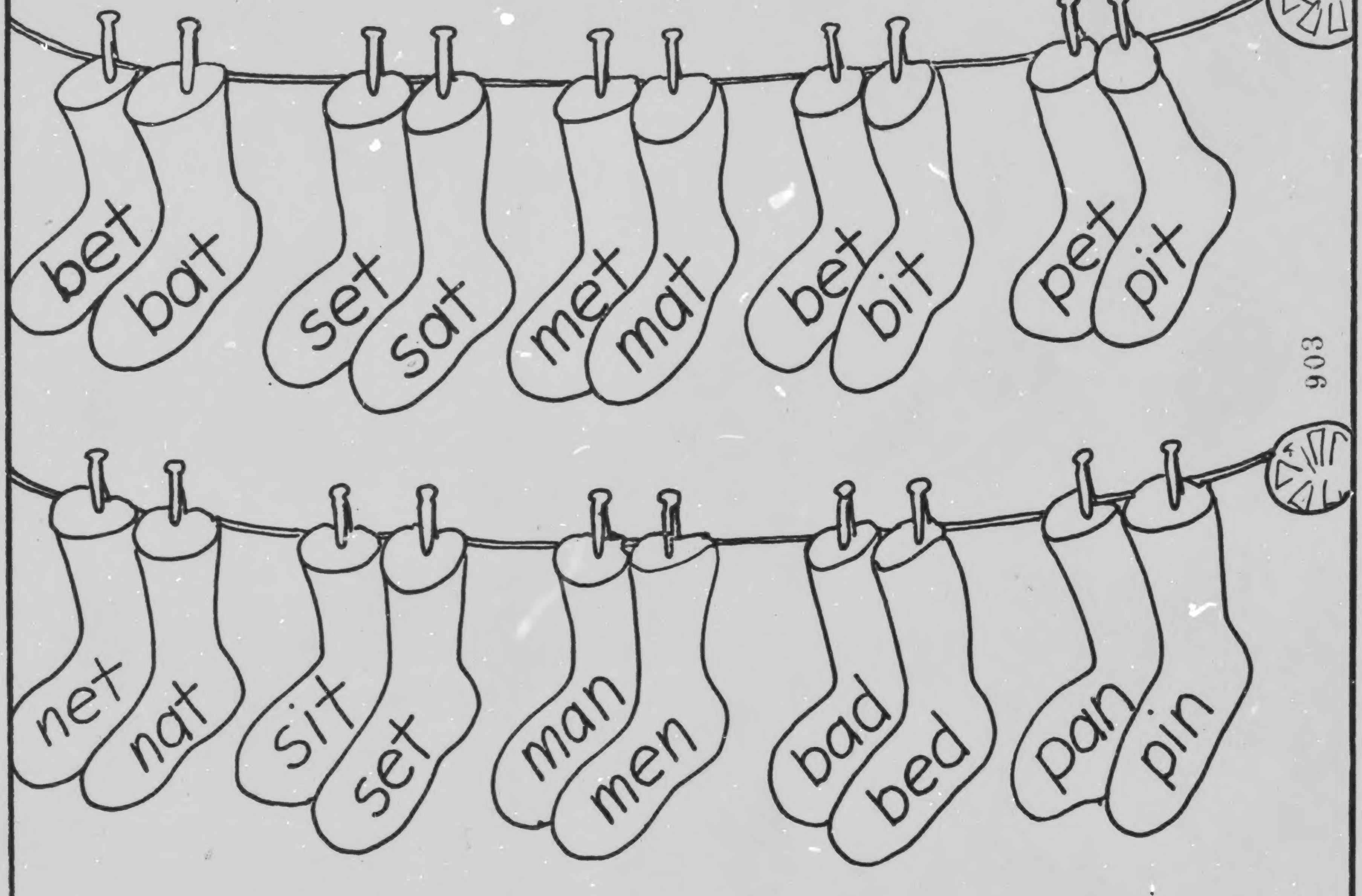
Here are some Valentines, especially for you. Can you read what they say? Look at the first one and read what it says. B E E P If you said, "I dig you", you read it right. Very good, (child's name)! Now read the second Valentine. B E E P That was easy, wasn't it? It says, "Say yes". What about the third one. Can you read it? B E E P It says, "Be my pet." Did you get it? Look the last Valentine. What does it say? B E E P If you said, "This is no gag. I like you." you were right again! Good reading, (child's name)! Which Valentine did you like best?. . (Pause). . If you like, you can color it and cut it out. Later you can put it an envelope and give it to somebody you like. B E E P Now get worksheet four. B E E P

Tell me what you see in the pictures. What's in the first box?. . (Pause). . A wheel, that's right. What's in box two?. . (Pause). . A goat.Okay, and in box three what do you see?. . (Pause). . Some jacks, right again. What's in box four?. . (Pause). . A hand. Good. And in the fifth box?. . (Pause). . A leaf. Very good. And what's in the last box?. . (Pause). . A door. Perfect, (child's name). Look at the first picture again. What did you say it was? .. (Pause). . A wheel. Listen to the sound wheel starts with. . wwwheel. Write the letter wheel starts with next to the picture. BEEP Did you put the letter W next to the wheel? If you did you were right! Now do the same thing with the rest of the pictures. BEEP Did you put a G next to the goat? A J next to the jacks? An H next to the hand? An L next to the leaf? And a D next to the door? If you got all those right, give yourself a big star at the top of the page. BEEP

Now get out the next worksheet, page five. BEEP Gee whiz! It looks just like the one you just did! This time let's play a different game. Say what you see, but listen very carefully to the sound the word ends with. Look at the first picture again. Say the word and tell me what letter it ends with. BEEP If you said L, you did very well! Write the letter L next to the picture. BEEP Now do the same thing with the rest of the pictures. BEEP Did you write a T next to the goat? An S next to the jacks? A D next to the hand? An F next to the leaf? And an R next to the door? If you did, you did a really fantastic job! Give yourself two stars for such good work! BEEP

Now get worksheet number six. BEEP Can you read what it says at the top of the page? BEEP Did you say, "What day is today?" Very good, (child's name)! What does that page look like?. . (Pause). . It's a kind of calendar. It tells what day of the week it is. How many days are in a week?. . (Pause). . There are seven days in a week. The names of the days are in the seven spaces across the top of the page. Put your finger on the first day. It starts with the letter S. Can you guess what day that is?. . (Pause). . The first day of the week is Sunday. Point to the second day. What letter does it start with? . . (Pause). . It starts with M. Do you know what day begins with M?. . (Pause) . . It's Monday and Monday always comes after Sunday. Next comes a day that starts with T. Can you guess what it is? . . (Pause). . It's Tuesday. What letter does the fourth day start with?. . (Pause). . It starts with W. Can you think of a day that starts with www?. . (Pause). . WWWednesday starts with W. Let's say the days you've named so far. The first letters will help you remember them. First comes SSSunday. You say it. . (Pause). . Next comes MMMonday. You say it. . (Pause). . Then comes Tuesday. . (Pause). . and then comes what day?. . (Pause). . If you said Wednesday, you remembered very well, (child's name)! What two letters does the next day start with?. . (Pause). . T and H, that's right. And T and H together make what sound?. . (Pause). . They say th. Do you know a day that begins with th?. . (Pause). . Thursday starts with th. Then comes a day that starts with F. Can you guess what it is?. . (Pause). . Friday begins with F. The last day begins with a little word that you know very well. Look at the first three letters - S, A, T. What do they spell?. . (Pause). . They spell sat. Do you know a day that starts with sat?. . (Pause) . . Saturday, of course! Now you've said them all. How about trying them all through one more time. Remember to look at the letters each day starts with. What's the first day of the week?. . (Pause). . Sunday. Next comes. . (Pause). . Monday. After Monday comes. . (Pause). . Tuesday and then comes. . (Pause). . Wednesday. Very good so far, (child's name). After Wednesday comes what day?. . (Pause). . Thursday. Then comes. . (Pause). . Friday. And the last day of all is what?. . (Pause). . Saturday. Good for you, (child's name)! I bet you can almost read the days of the week by yourself. Try it one more time. B E E P Do you know what day it is today?. . (Pause). . It's (the day it is today) . Make a big X in the space right under the word _(the day it is today)_. B E E P We'll keep the calendar and you can mark off another day next time.

Now get your Nat the Cool Cat story. B E E P Today you're going to do something different with it. I'd like you to record it on the tape, so you can hear yourself read it. Call me and I'll come help you connect the microphone so you can make your own recording. B E E P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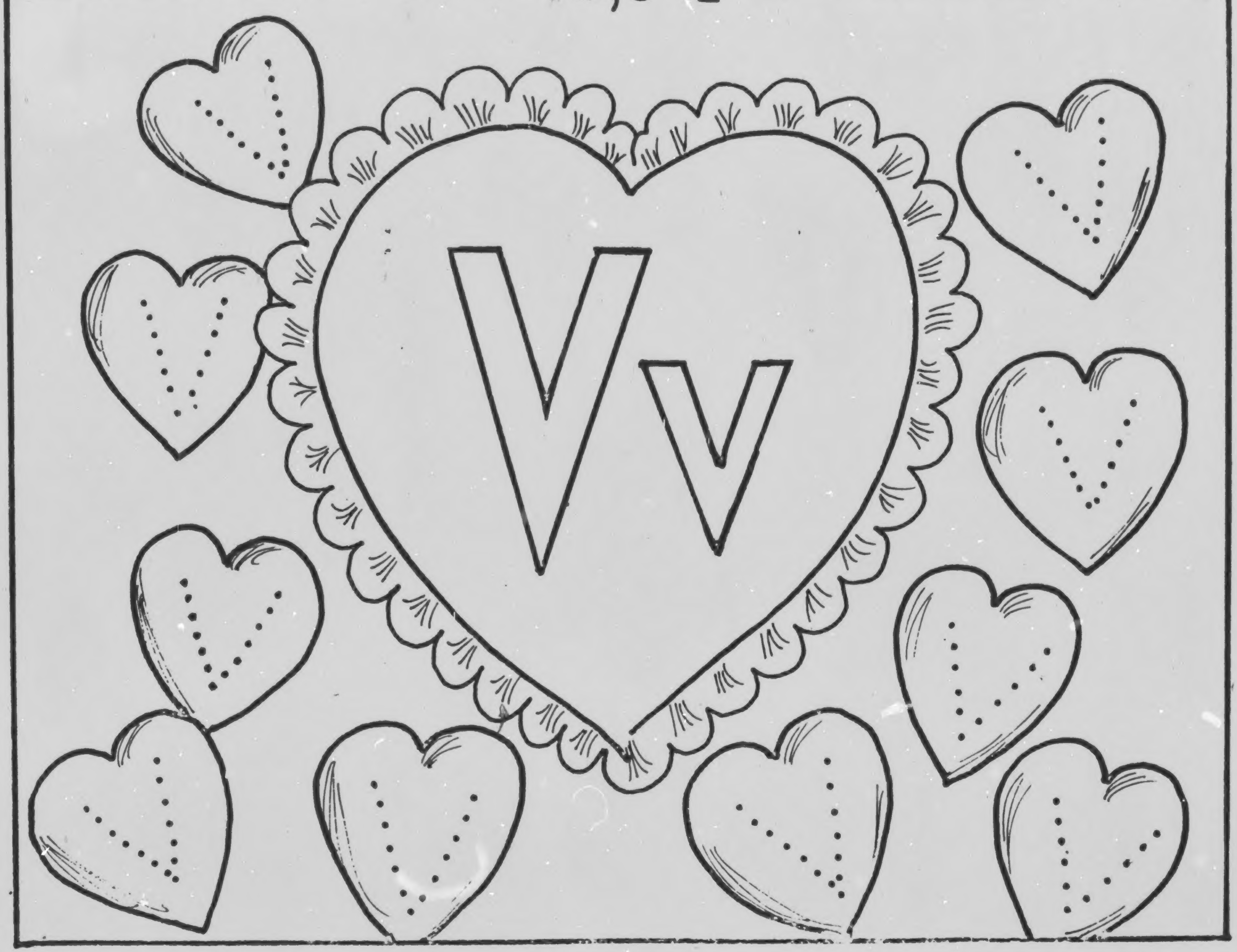
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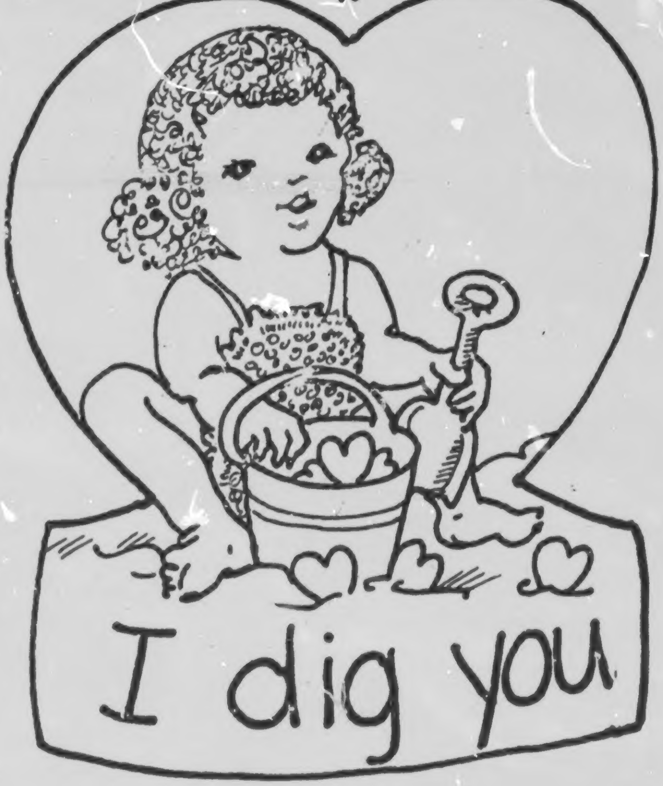

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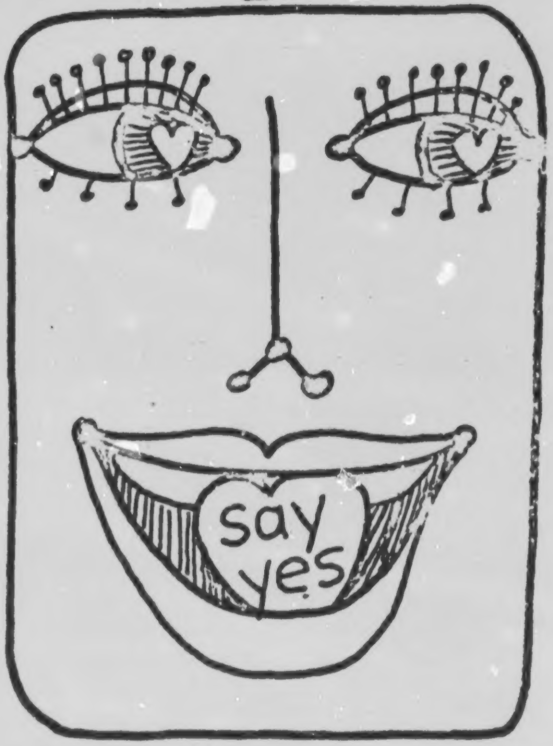

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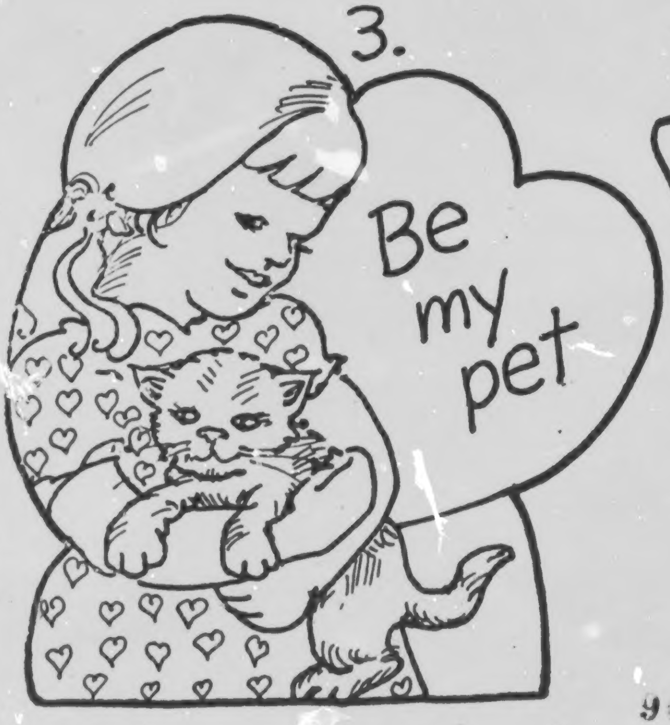

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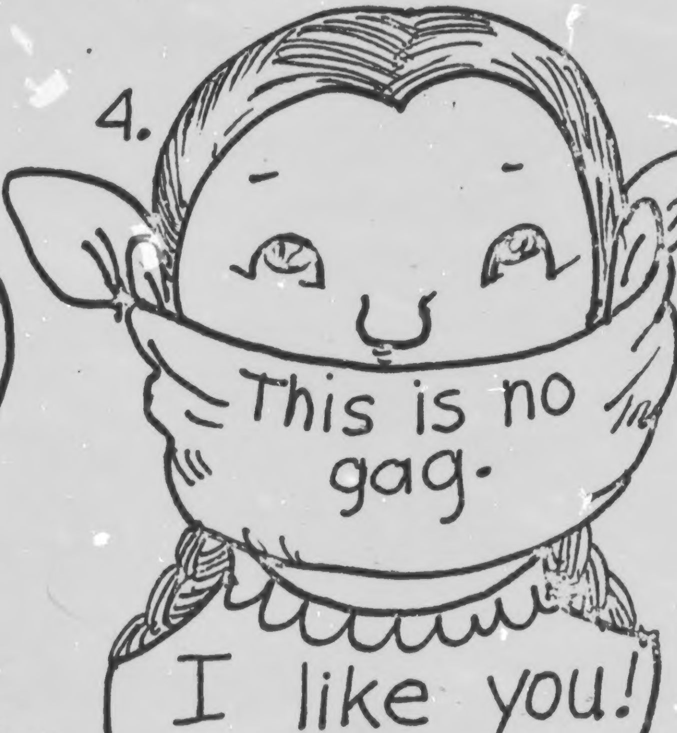
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I like you!

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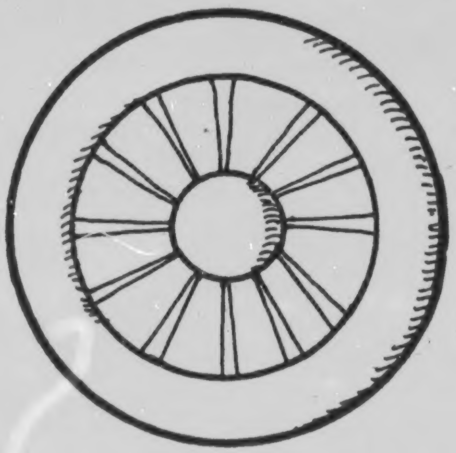

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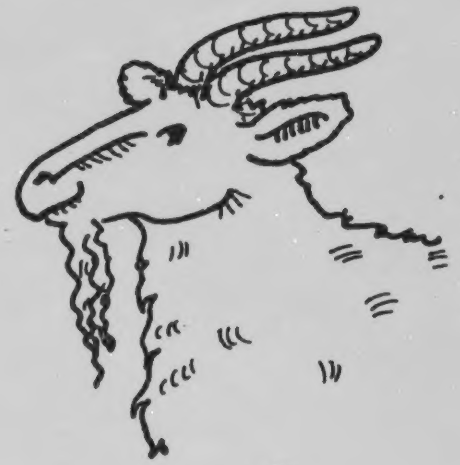

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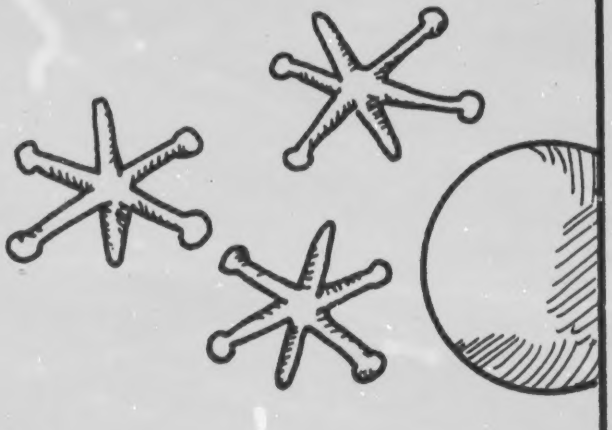

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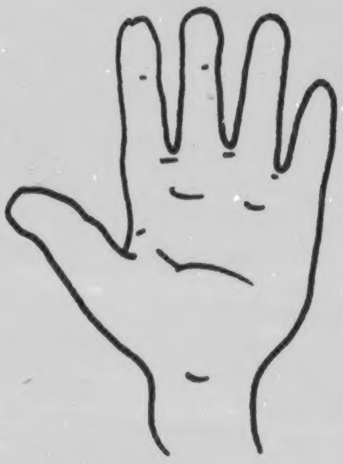

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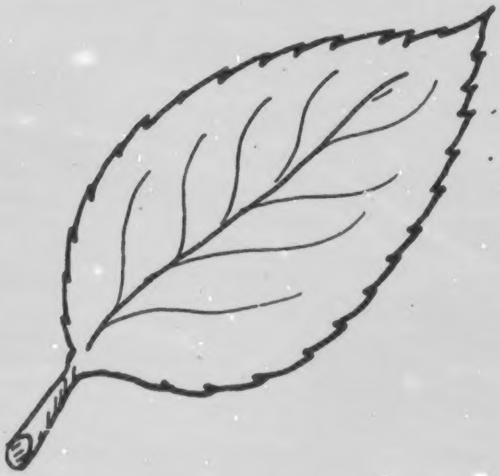

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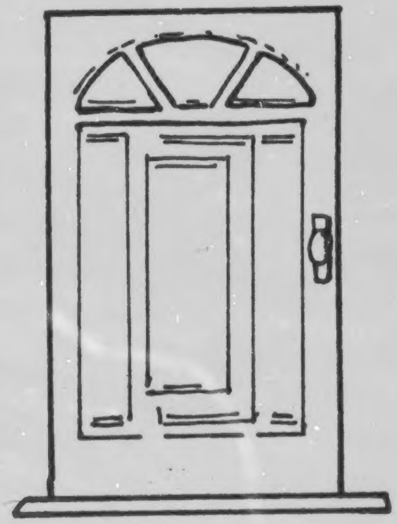

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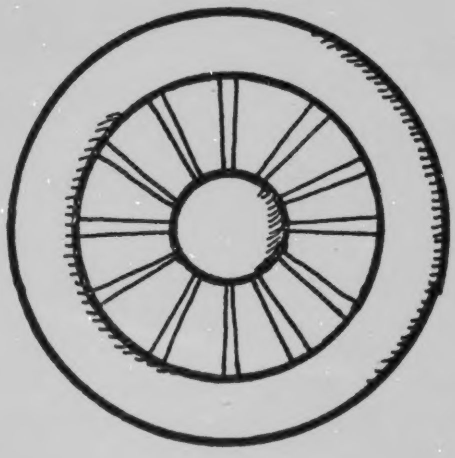

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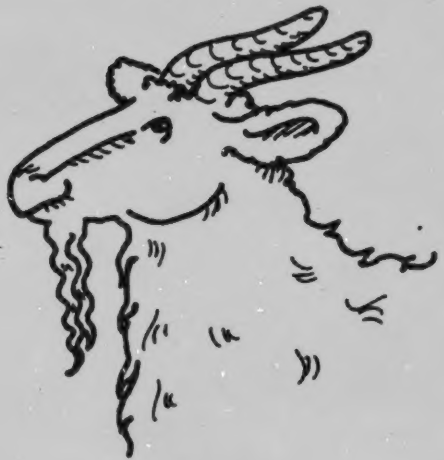

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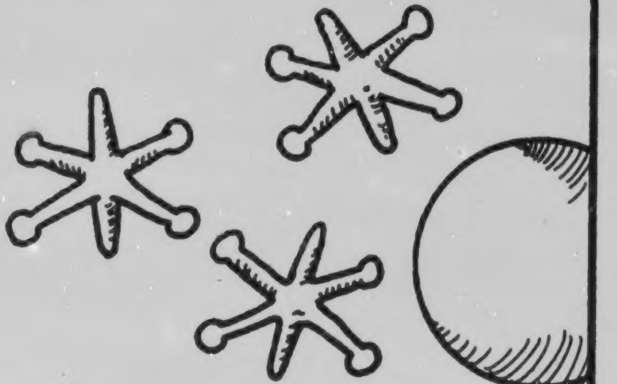

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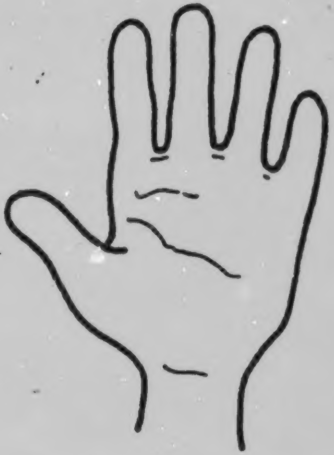

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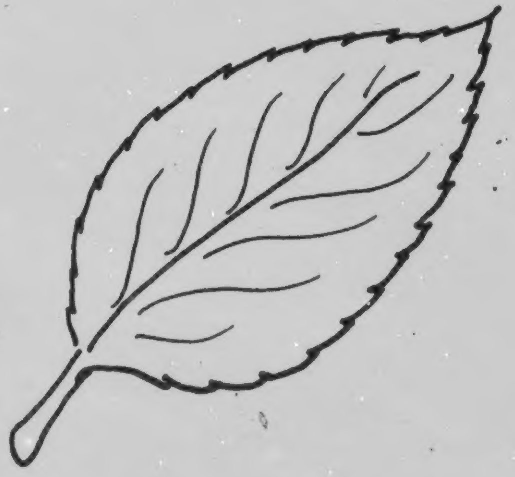

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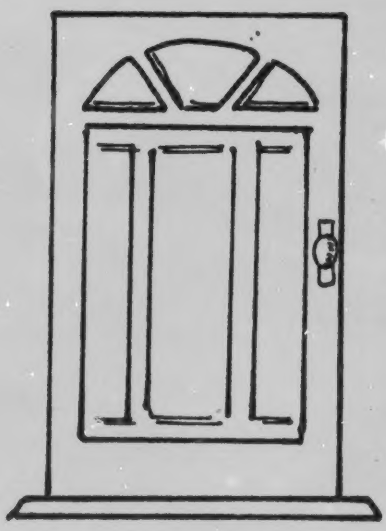

907

What day is today?

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

R-51

Reading Lesson ~~52~~ 83

Instructions

In this lesson your child will meet the letters K and Q, review the vowels he knows, and work with the letters in the first half of the alphabet. To get the Vowel House ready, clip it to worksheet one which is a blank sheet of paper.

Your child will review the days of the week again and mark today's date on the calendar he used last time. Later, you may want to paste the calendar worksheet on cardboard or heavy paper and put it up somewhere, so he can continue marking off the days in the same way.

Materials You Will Need

Calendar Worksheet from last lesson
Vowel House (last used in lesson 46)
6 worksheets (Worksheet 1 is a blank page)
Cut-out page
Magic marker
Crayons
Scissors
Tape or paste

Taping

Are you ready for today's lesson, (child's name)? Get the calendar you used last time. B E E P Do you think you can read me the days of the week? I'll help you the first time. (Read slowly:) First comes Sunday, then Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. How did you do, (child's name)? Now you try naming the days all by yourself. B E E P

Do you know what day this is?. . (Pause). . It's (the day it is today). Get the Magic marker and put an X under the word (the day it is today). Very good, (child's name). Now get the Vowel House. B E E P

Guess what happened. All the vowels went on a trip. When they got back, they couldn't remember where they lived. Can you help them, (child's name)? Open the top floor windows on the left. . (Pause). . The E's live there.

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Draw in a capital E and a lower-case E. B E E P Open the other top floor windows beside the E's. . (Pause). . The I's live there. Draw in a capital I and a lower-case I. B E E P Now open the windows under the E's. . (Pause). . The O's live there. Draw in a capital O and a lower-case O. B E E P Open the windows next to the O's. . (Pause). . The A's live there. Draw in a capital A and a lower-case A. B E E P Now open the windows on the floor just below the O's and the A's. . (Pause). . The U's live there. Draw in a capital U and a lower-case U. B E E P There's another family that sometimes lives in the Vowel House, too. It's the Y family. Y is sometimes a vowel and sometimes not. Open the basement windows. . (Pause). . Draw in a capital Y and a lower-case Y. B E E P Now get worksheet number two. B E E P

Did you ever see cards like these? On the left is a king. On the right is a queen. They're going to help you learn two more new alphabet letters. The king's letter is K and the queen's letter is Q. Color the king's K red. B E E P Color the queen's Q black. B E E P You'll see some more cards on worksheet three. Get it out now. B E E P There are lots of kings and queens. Take your magic marker and finish all the dotted K's and Q's. B E E P Now color all the King cards red. B E E P Color all the Queen cards black. B E E P

Now get worksheet four. B E E P Here's a dot-to-dot game. This time you'll follow letters instead of numbers. Are you ready? Then draw a line from A to B. B E E P Now draw a line from B to C. B E E P Now go to D. B E E P Now to E. B E E P To F. B E E P To G. B E E P To H. B E E P To I. B E E P To J. B E E P To K. B E E P To L. B E E P To M. B E E P TO N. B E E P To O. B E E P To P. B E E P And now go to the new letter you learned today. It's the Queen's letter. What is it?. . (Pause). . Q, that's right. Draw a line to Q. B E E P Do you know what you made?. . (Pause). . A crown! That's right. You used 17 alphabet letters to make your crown. Now if you want, you can color it and cut it out. If you cut carefully along the dotted line, you'll be able to wear your crown, when you've finished it. B E E P

Now get the cut-out sheet and cut out the pictures. B E E P Spread the pictures out and get page five. B E E P On the bottom of the page is the word here. Put your finger on the word here. . (Pause). . On the top of the page is the word there. Put your finger on the word there. . (Pause). . Say the words again. What's the word at the top?. . (Pause). . There is right. What's the word at the bottom?. . (Pause). . That's here. Now get the tape(or paste). B E E P Paste the moon anywhere you like in the space that says there. B E E P Paste the house in the space that says here. B E E P Paste a cloud in the there space. B E E P Paste an airplane there. B E E P Paste a store here. B E E P Paste a street light here. B E E P Paste a star there. B E E P Paste a car here. B E E P How do you like the picture you made, (child's name)? Will you show it to me at the end of your lesson?

Get worksheet six now. B E E P Here's a silly story for you to read. On the top of the page are three boxes. Put your finger on the first word. Can you sound it out? B E E P Did you say hen? Good for you, (child's name)! Put your finger on the next word. What letter does it start with?. . (Pause). . It starts with W and what sound does W make?. . (Pause). . It says www and the word in the box is would. You say it: would. . (Pause). . Put your finger on the last word. It starts with what two letters you know that often go together?. . (Pause). . T and H. What sound do T and H make?. . (Pause). . They say th, don't they? Now can you sound out the rest of that word? Try it. . (Pause). . If you said them, you're doing great! Now tell me the three words again. B E E P Did you say hen, would, and them? Good for you, (child's name)! I'm sure you can read the silly story all by yourself. Try it and when you've finished, come read it to me. B E E P

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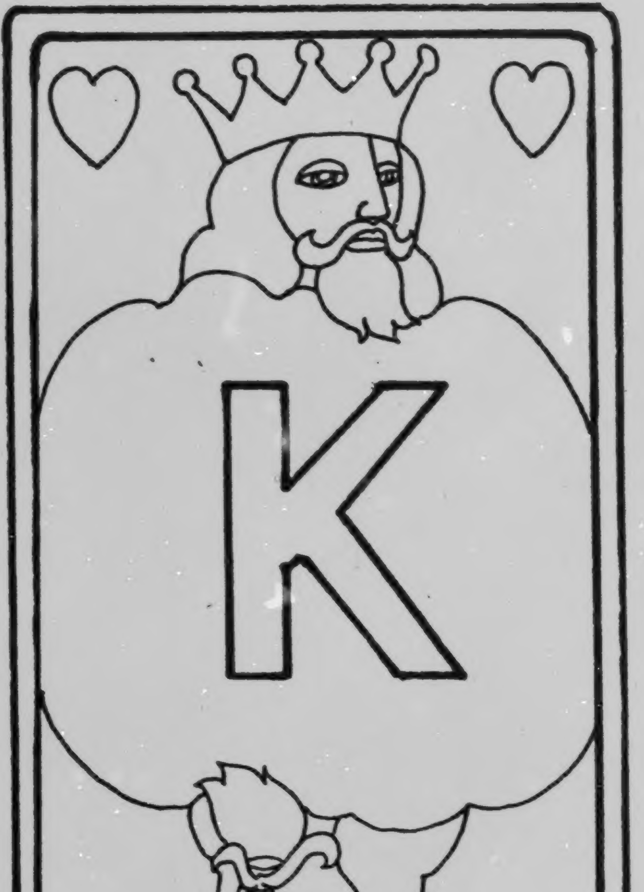

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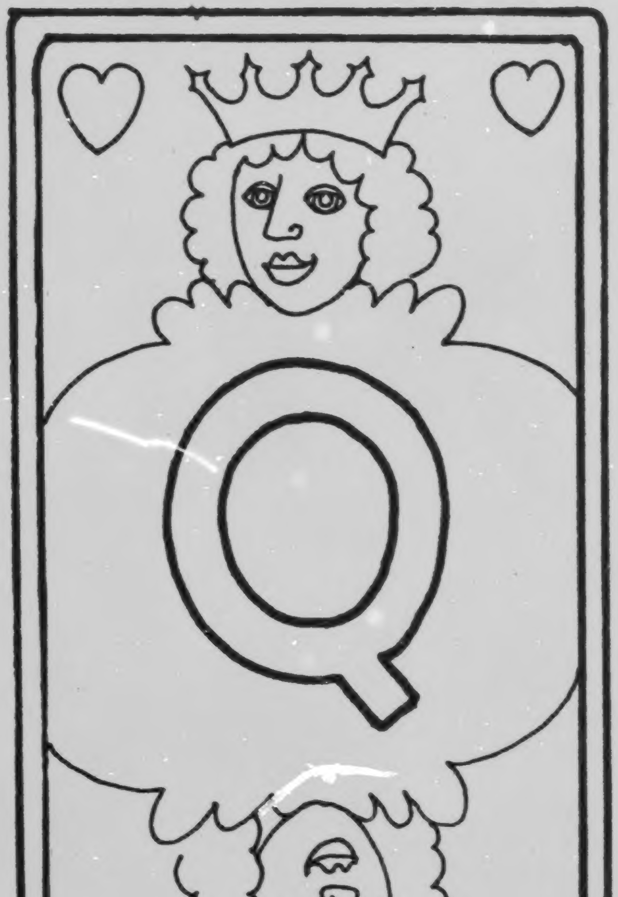

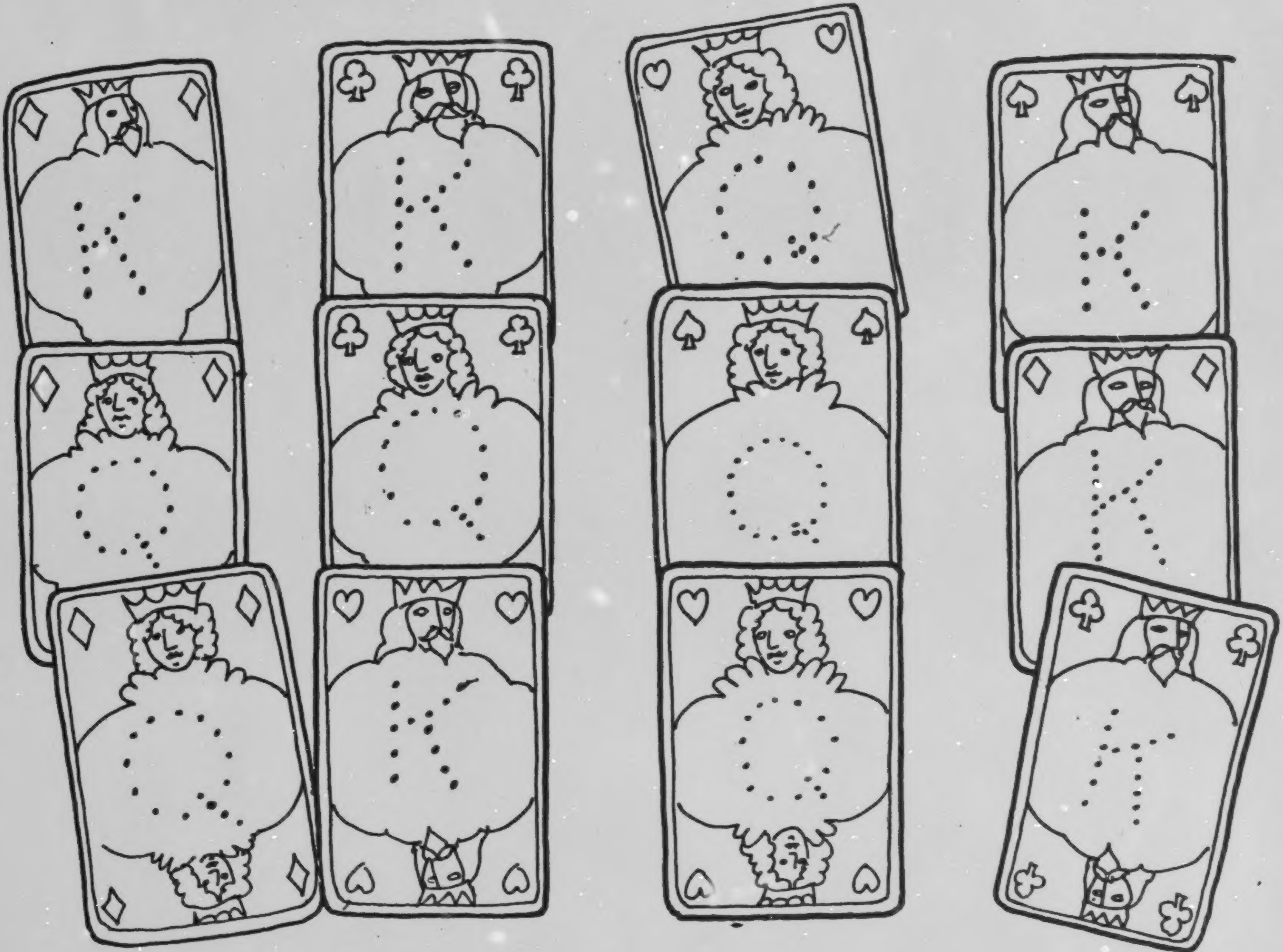
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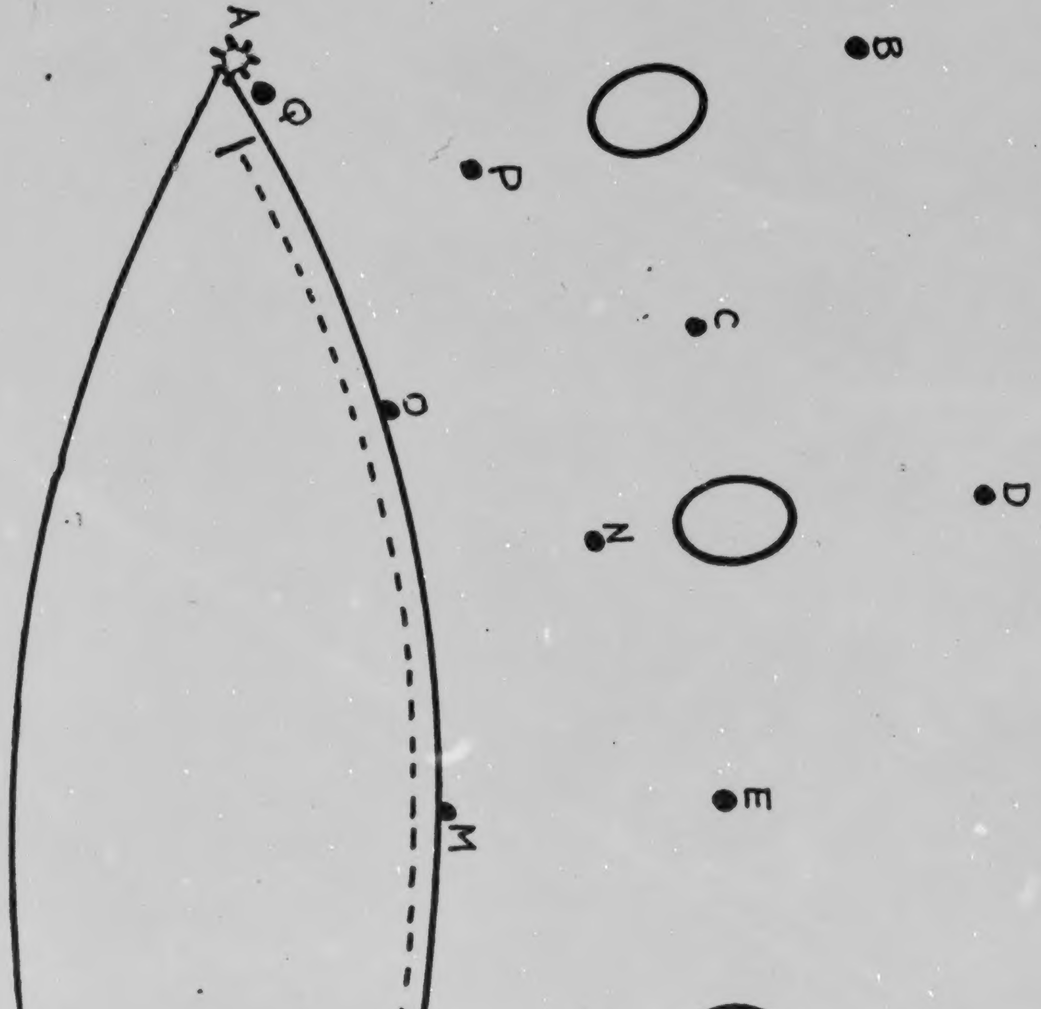
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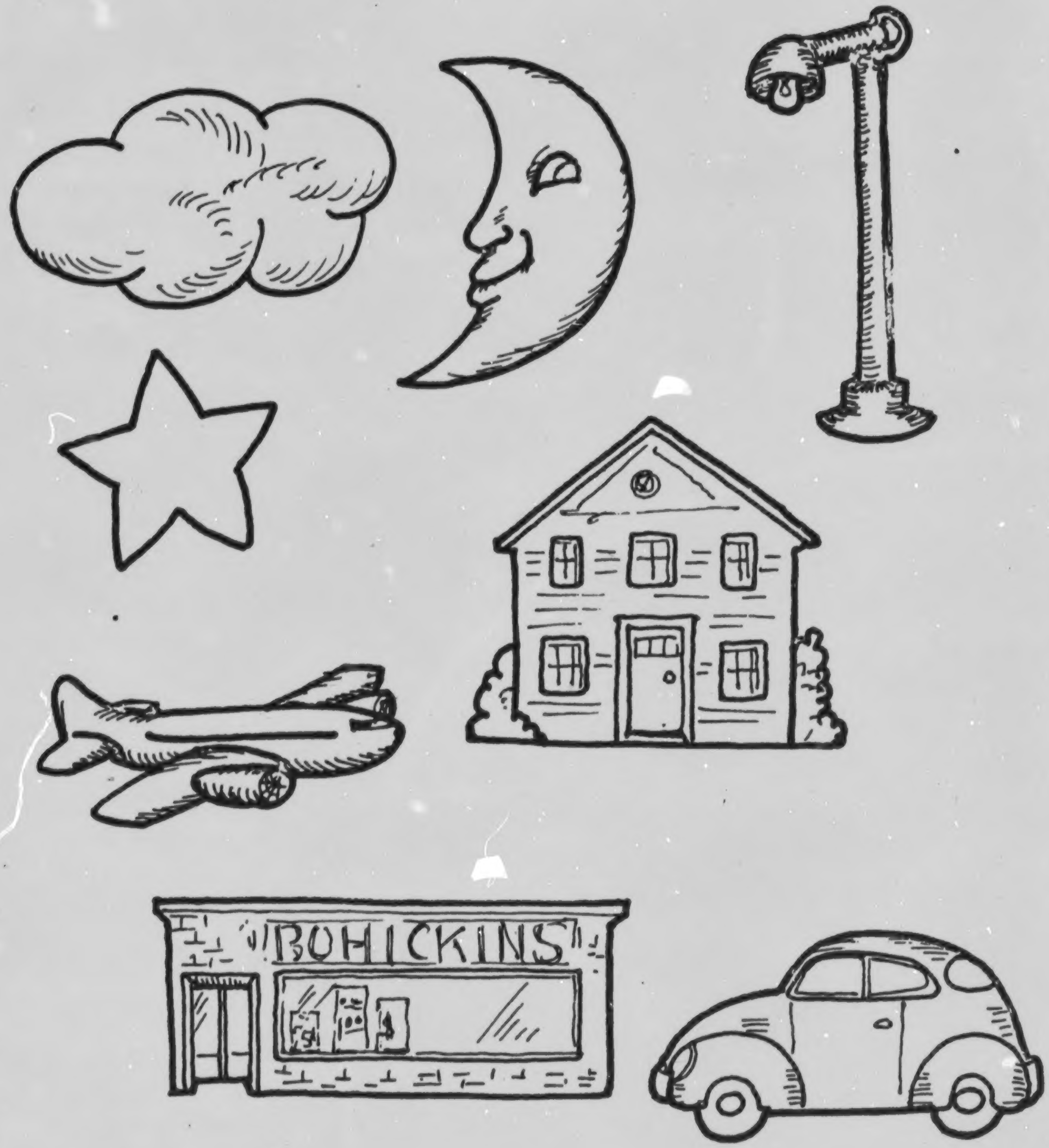
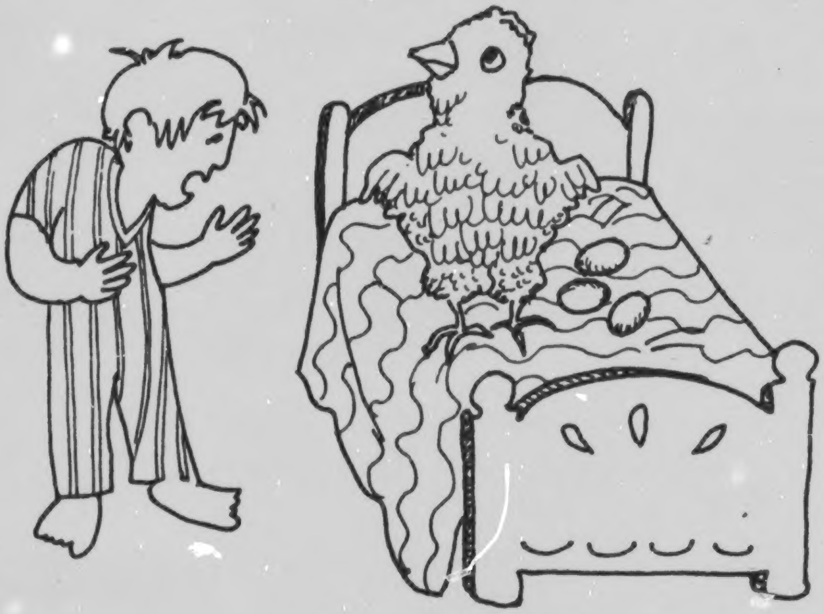


Cut-Out Page

R-51

hen **would** **them**



This is Ned. He has a hen. Man, what a hen!
It lays eggs in Ned's bed.
If I had that pet. I would not let it in
my bed.
I would say, "Hen, no eggs here."
"Go lay eggs in a pan. Go lay them in a can."
"Go lay them in a hat. Go lay them on a mat."
Go lay them on a rag. Go lay them in a bag."
Go lay them in a cap. Go lay them in my lap."
I do not like eggs in beds.
I am not sad that hen is Ned's.

R-52

Reading Lesson 84

Instructions

This is the last lesson in this part of the reading series. It is a final review of many of the things your child has learned so far. To get the lesson ready, cut out the train cars on the cut-out pages and put them in a folder or envelope. Older children may enjoy helping you get the train ready for the lesson. Print your child's name on the blank space in worksheet four.

At the end of the lesson, he will be given the book, Green Eggs and Ham. By now he should be able to read it with just a little help from you. When you give him the book, be ready to sit down with your child and help him over the few difficult spots he may find. There are only a few words he has not seen yet. These are with, they, anywhere, good, try, could, eat, and tree. You can tell him what these words say, but try to get him to do as much sounding-out as you think he can. If he gets stuck on a word that can't be sounded out, tell him what the word says. You and he will both be pleased and excited by his ability to sit down and read a "real" book.

Materials You Will Need

4 worksheets
5 train cut-out pages
Magic marker
Crayons
Gummed letters - C, F, H, J, N, W, D, P, R
Book, Green Eggs and Ham

Taping

I have a new kind of tree to show you today, (child's name). You'll see it on page one. B E E P Can you guess what kind of tree it is?. . (Pause) . . It's a word tree and it has words growing on it. Do you see the word green? Color it green. B E E P Find the word there. Color it yellow. B E E P Find the word rain. Color it blue. B E E P Find the word thank. Color it purple. B E E P Find the word eggs. Color it blue. B E E P Find the word here. Color it orange. B E E P Find the word may. Color it purple. B E E P Find the word would. B E E P

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Color it red. B E E P Now there's just one word left. Can you read what it says?. . (Pause). . If you said them, you were absolutely right! Color the last leaf any color you like and give yourself a great big star at the top of the page. B E E P

Now get worksheet number two. B E E P Do you know what that is? It's a crossword puzzle, and I think you can do it all by yourself. Here's what to do. Look at the top line of squares. What two letters do you see?. . (Pause) . . Did you say L and E? That's right, (child's name). Can you add a letter to L and E to make the word leg? What letter does leg end with?. . (Pause). . It ends with G so write a G in the space next to the E to make the word leg. B E E P Now make a word going down. There's an A right under the G you made. Put your finger on the A. . (Pause). . Can you add a letter to the G and A to make the word gas? What letter does gas end with?. . (Pause). . If you said S, you were right. So write an S in the space under the A. B E E P Very good, (child's name). Now we have two letters next to each other. One you just wrote. What are they? . . (Pause). . Did you say S and A? That's right. Can you add a letter to S and A to make the word sad? What letter will you write?. . (Pause). . A D. Very good, (child's name). Write it in. B E E P Now make a word going down. Add a letter to D and I to make the word dip. B E E P Now add a letter to P and A to make the word pat. B E E P Make T and E into the word ten. B E E P Now there's just one empty space left. Can you think of a letter that you can put in it to make another word?. . (Pause). . That's a tricky one, (child's name). If you put an O in the last space to make the word no, you deserve a really enormous star. And now get worksheet number three. B E E P

Look at all those children playing! Some of them are in the all-family. How many all-children do you see? B E E P If you found three all-children, you were right. Color the all-children's clothes red. B E E P Now see how many children you can find in the ay-family. B E E P Did you find three ay-kids? Right again, (child's name). Color their clothes yellow. B E E P Do you know what family the rest of the kids belong to?. . (Pause). . They're all in the *et*-family. How many *et*-children do you see? B E E P There are three *et*-kids, too. That's right, (child's name). Color their clothes blue. B E E P Now get the gold letters out of the envelope and find out everyone's name. B E E P First let's meet the *all*-kids. Paste a letter C on one of the girls in front of the word *all*. B E E P Can you read the word you made?. . (Pause). . If you said *call*, you were right! Now find another *all*-child and paste a letter F in front of the *all* on her dress. B E E P What word did you make this time?. . (Pause). . That's *fall*. Good for you, (child's name)! Now paste an H on the last *all*-child and tell me what his name is. B E E P Did you say *Hall*? Right again. You're doing *very* well, (child's name).

Now let's name the *et*-children. Put a letter J on one of the *et*-kids' shirts. B E E P What word did you make?. . (Pause). . Did you say *Jet*? That's right! Now put an N on another *et*-child and tell me what that says. B E E P If you said *Net*, you were right again! The last *et*-kid's name begins with a W. Put a gold letter W on his shirt and tell me what that says. B E E P That's *Wet*, isn't it? Very good, (child's name)! Now put the three gold letters you have left on the *ay*-children's clothes and then tell me their names. B E E P Who are the three *ay*-kids, (child's name)? . . (Long pause). . Did you say Day, Pay, and Ray? If you did, you're absolutely right! And if you knew the names of *all* those children, give yourself a big star at the top of the page. B E E P

Now get the envelope (or folder, or whatever you've put the train cars in) and open it up. B E E P What do you see?. . (Pause). . That's a lot of train cars, isn't it? What do the cars have on them?. . (Pause). . Alphabet letters, that's right. There's a car for every letter in the alphabet. Spread them out on the floor, so you can see all the letters. B E E P

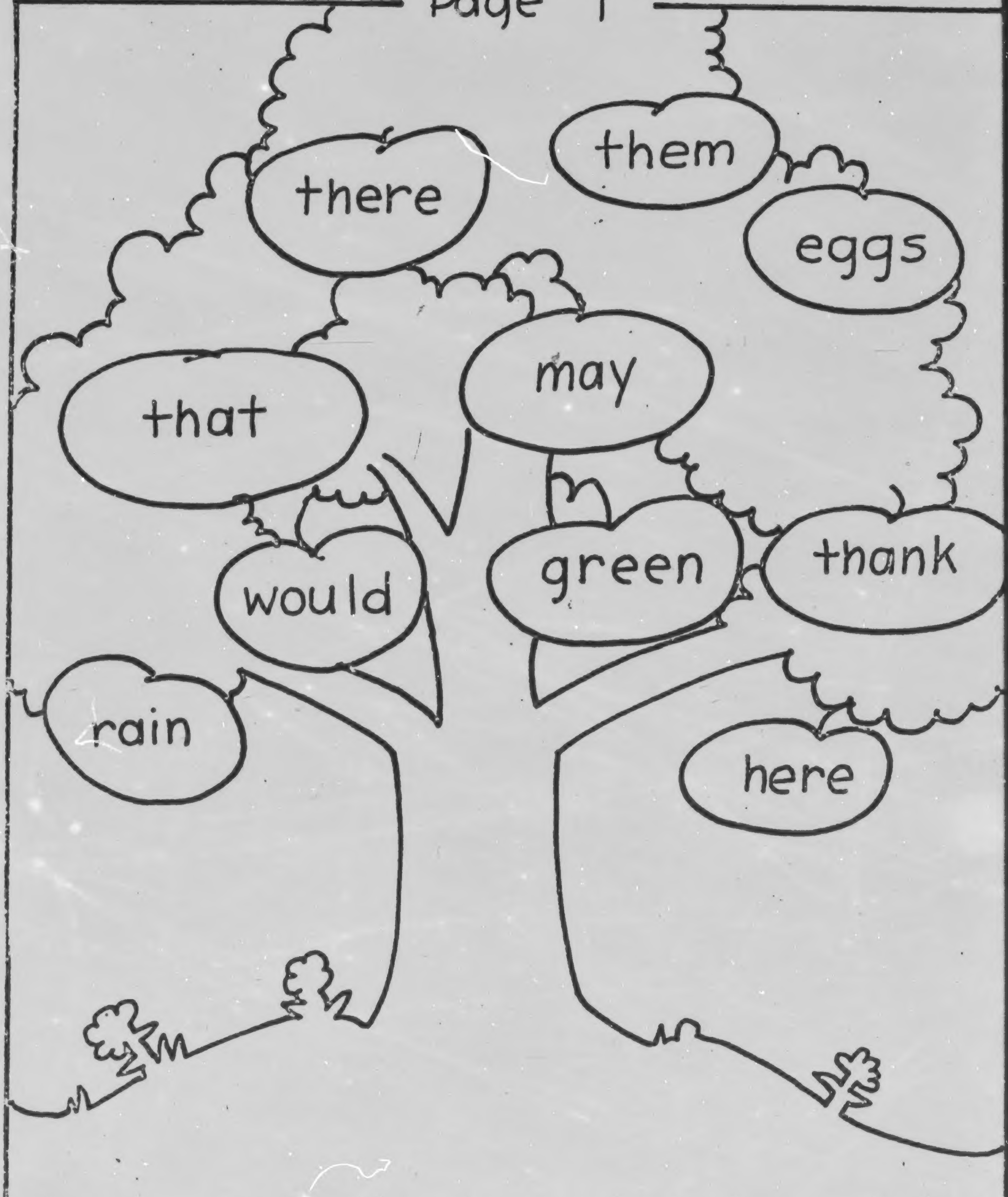
Now let's hook up the cars. First comes the engine. It has the letter A on it. Put the A-engine on the floor, but be sure you have enough room for all the rest of the cars to go behind it. B E E P Next comes the B-car. Put it right behind the A-engine. B E E P Put the C-car next. B E E P Next comes the D-car. B E E P Now comes the car with the letter E on it. B E E P Next comes F. B E E P Next comes G. B E E P Now H. B E E P Now the I-car. B E E P Next comes the J-car. B E E P Now the K-car. B E E P Now L. B E E P Next comes M. B E E P And now comes N. B E E P Next comes the O-car. B E E P Next is P. B E E P And now Q. B E E P Now R. B E E P Next comes the S-car. B E E P The T-car is next. B E E P Now put the car with the letter U on it. B E E P The V-car comes next. B E E P Next comes W. B E E P And the last three cars are the last three letters in the alphabet - X, Y, and Z. Put X next, then Y and the caboose is Z. B E E P

Wow! What a long train you made! You used all the letters in the alphabet! Can you start with A and read the letters on all the cars from A to Z? Let's do it together: (slowly) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. Very good, (child's name)! Now I'd like you to take four of the cars out. Get the R, the E, the A, and the D. B E E P Do you have the letters R, E, A, and D? Now make a little four-car train with those cars. Put the R-car first. . (Pause). . Put the E next. . (Pause). . Next comes the A. . (Pause). . And the D-car comes last. . (Pause). . Do you know what word you made? Those four letters spell the word read (pronounced reed) and that's just what you can do now, (child's name). You can read and I'm very proud of you.

Do you know what a diploma is? It's a very special piece of paper people get when they've learned a lot. I have a diploma for you on worksheet four. B E E P Read what your diploma says. B E E P

When people get a diploma, they often get a present too. I have a present for you. It's a book of your very own. You;ve learned so much in these lessons, I know you'll be able to read it. Call me now and we'll read it together. B E E P

Page 1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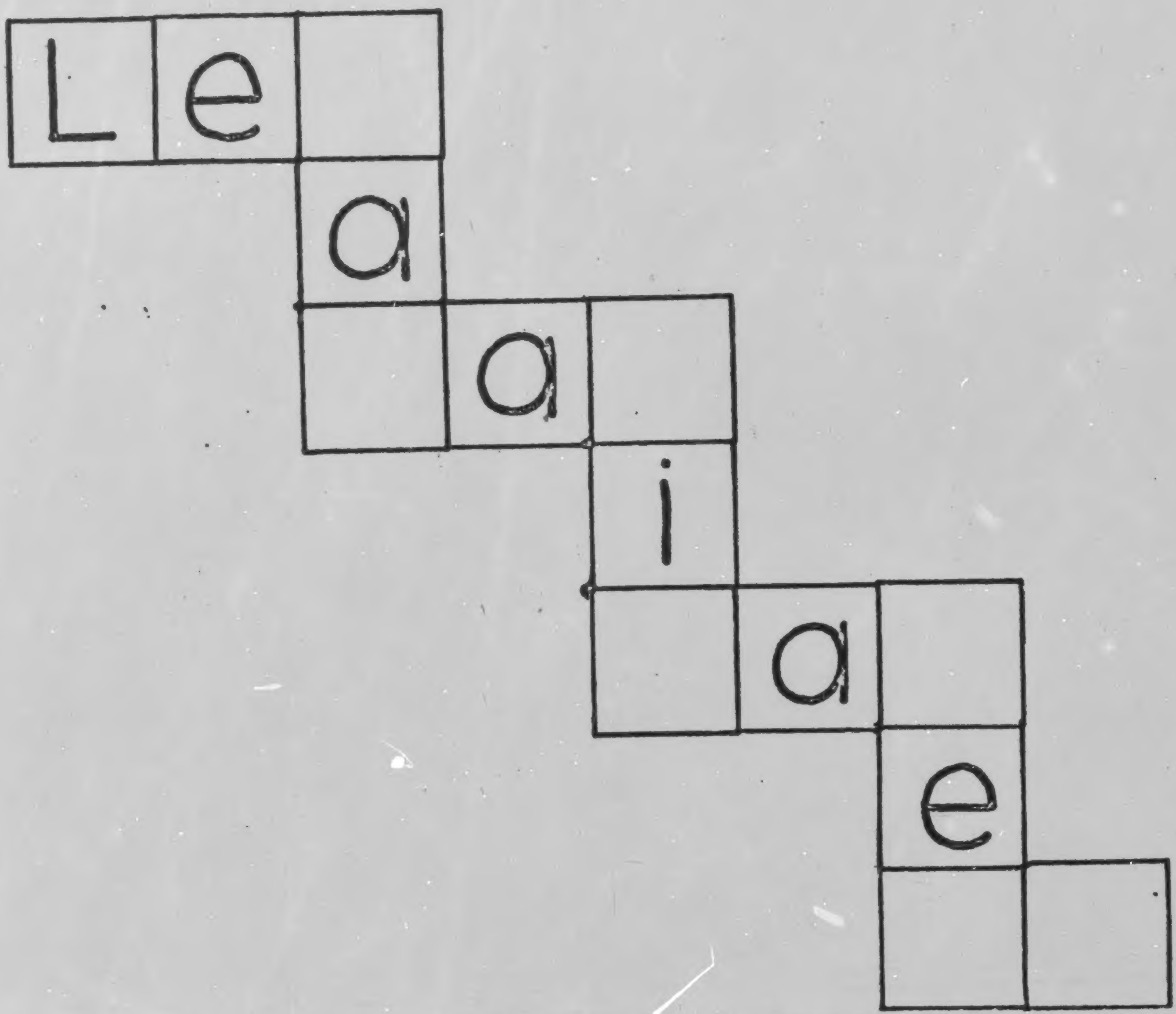

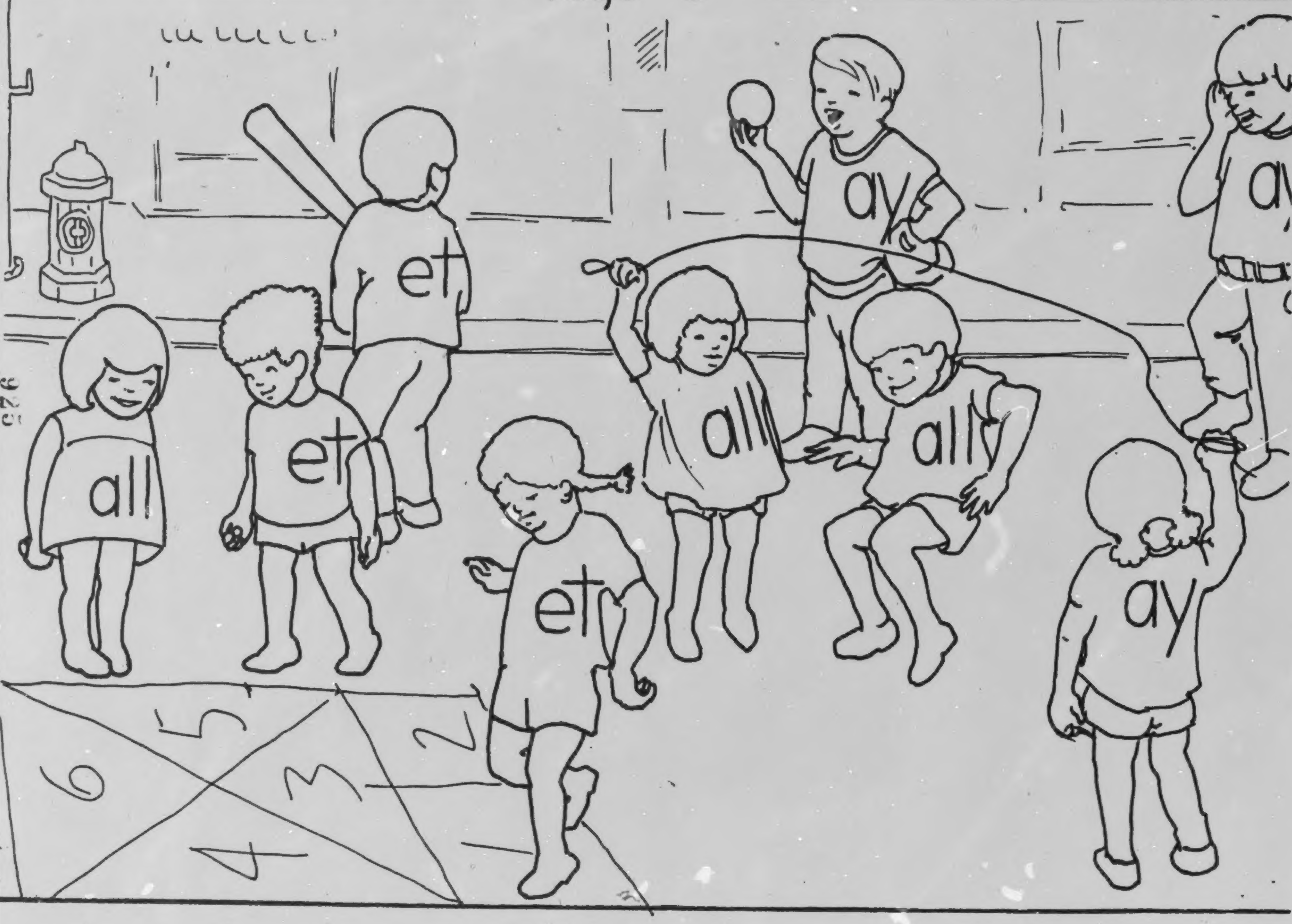
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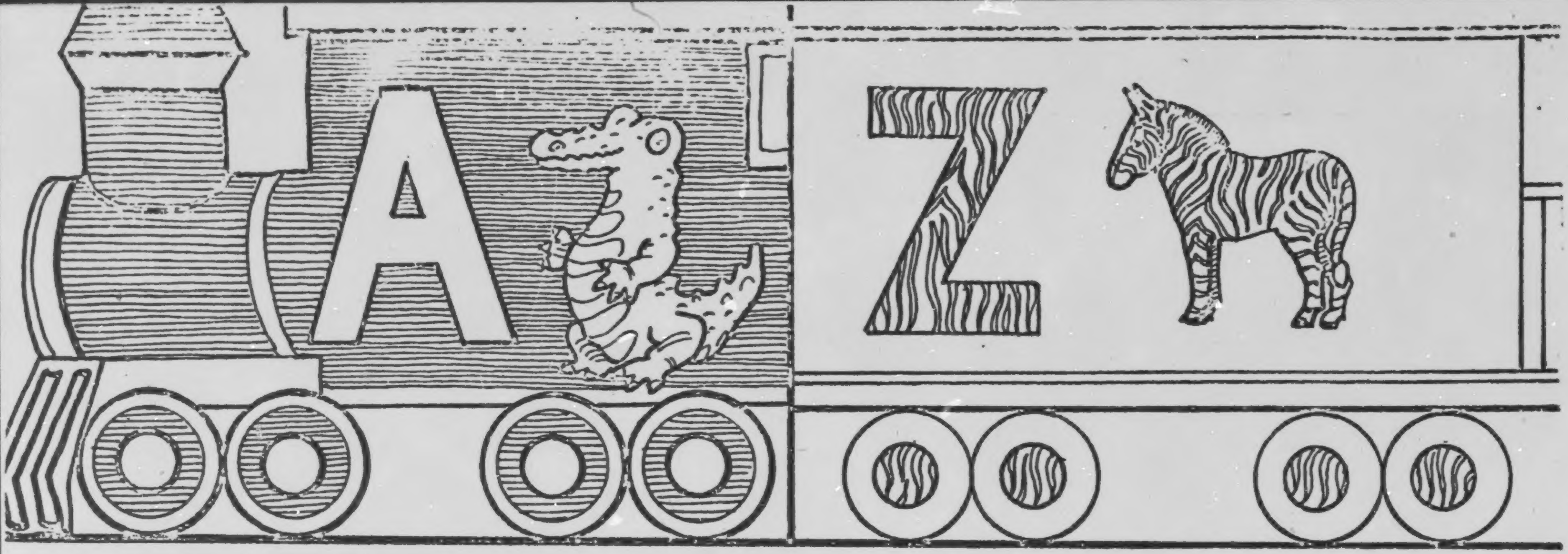

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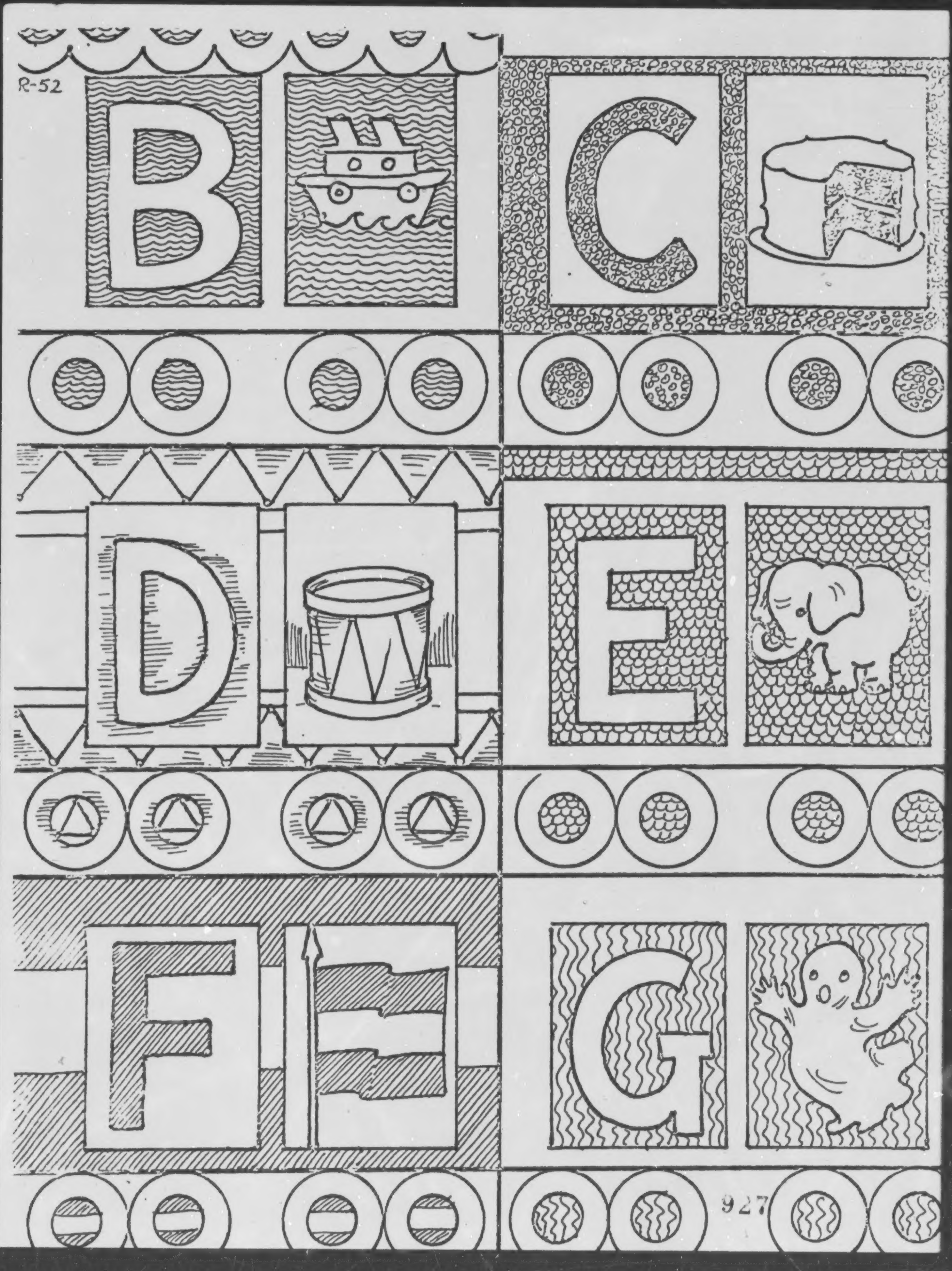
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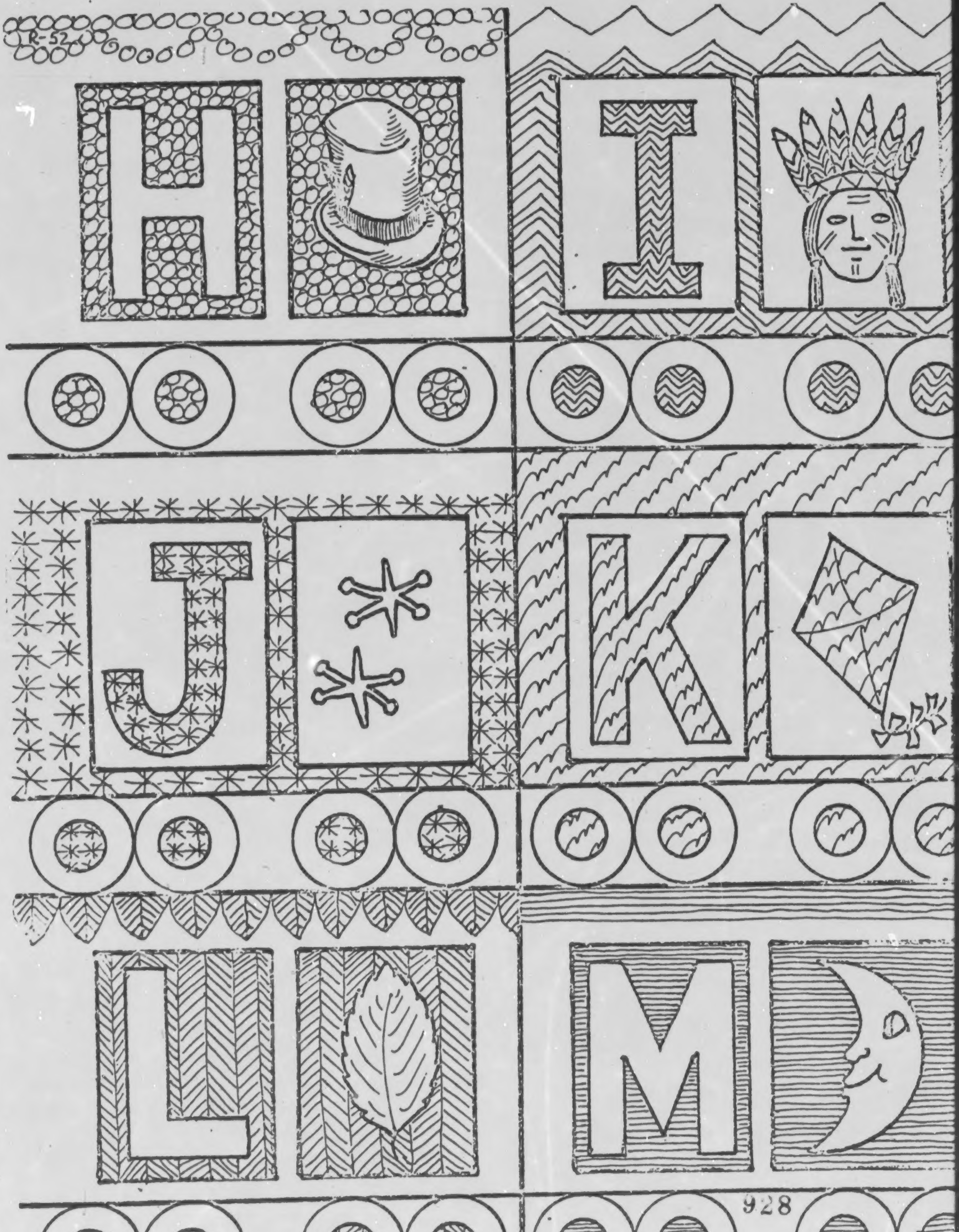
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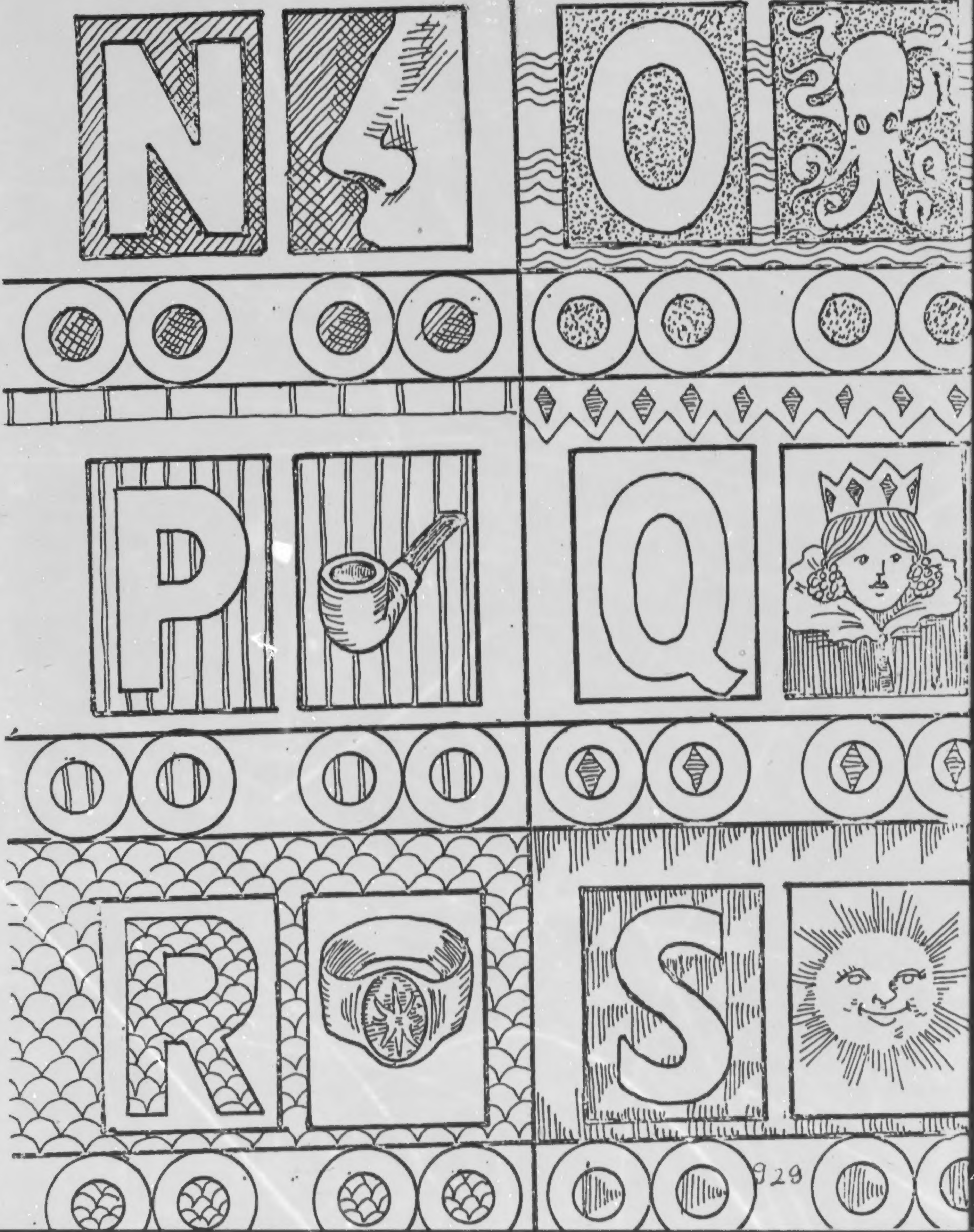

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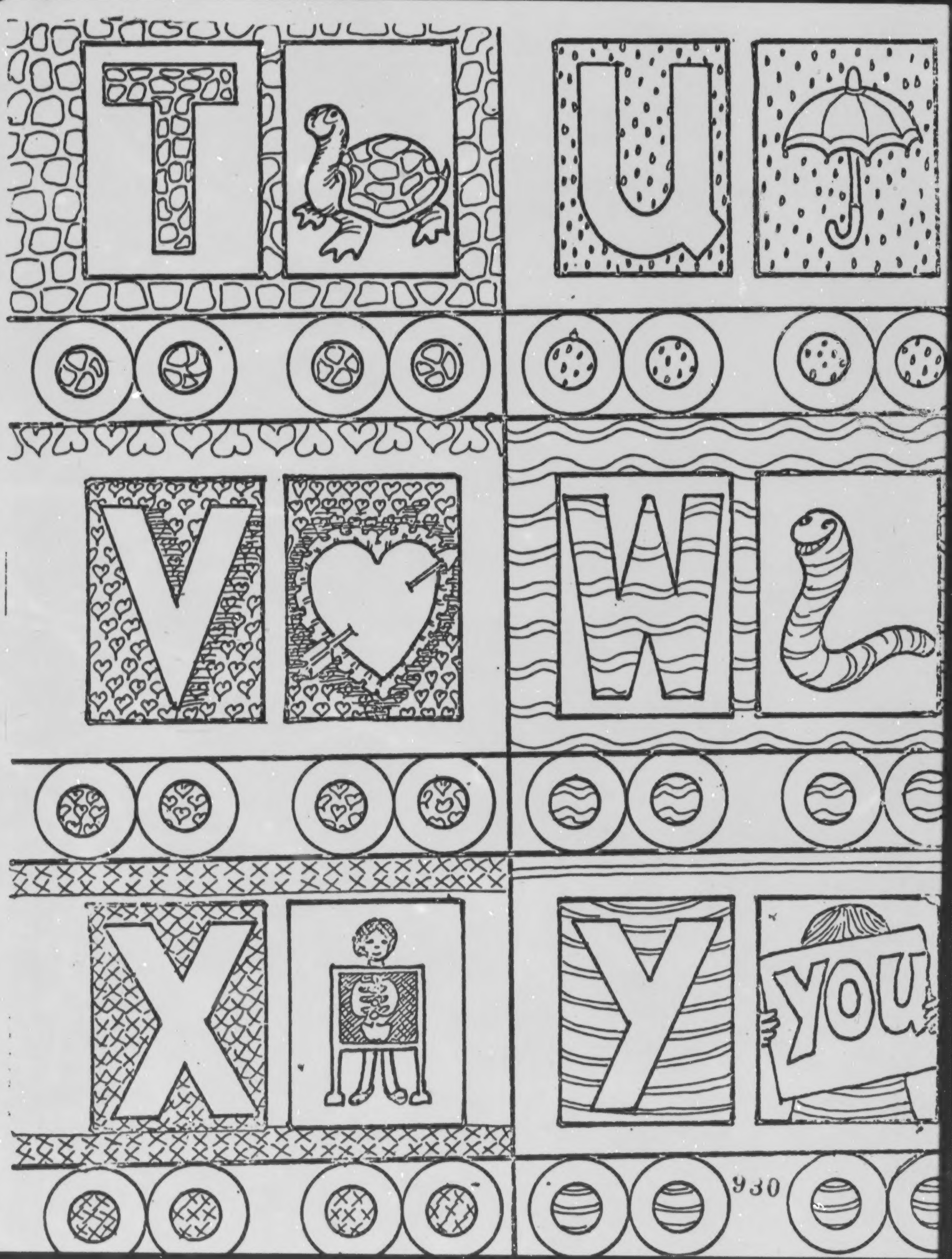
T
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X
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YOU

R-52

Diploma

This is to say that I,

____

can read now.

WAIT
FOR
RUDY

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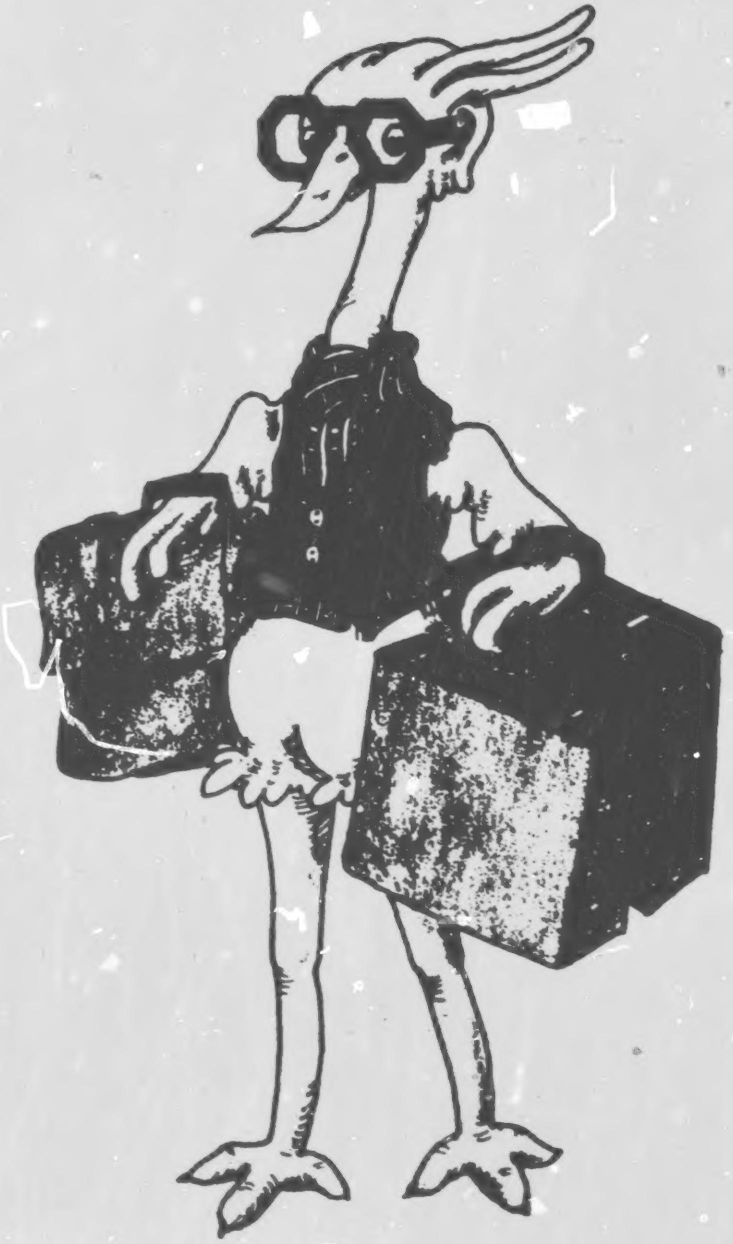
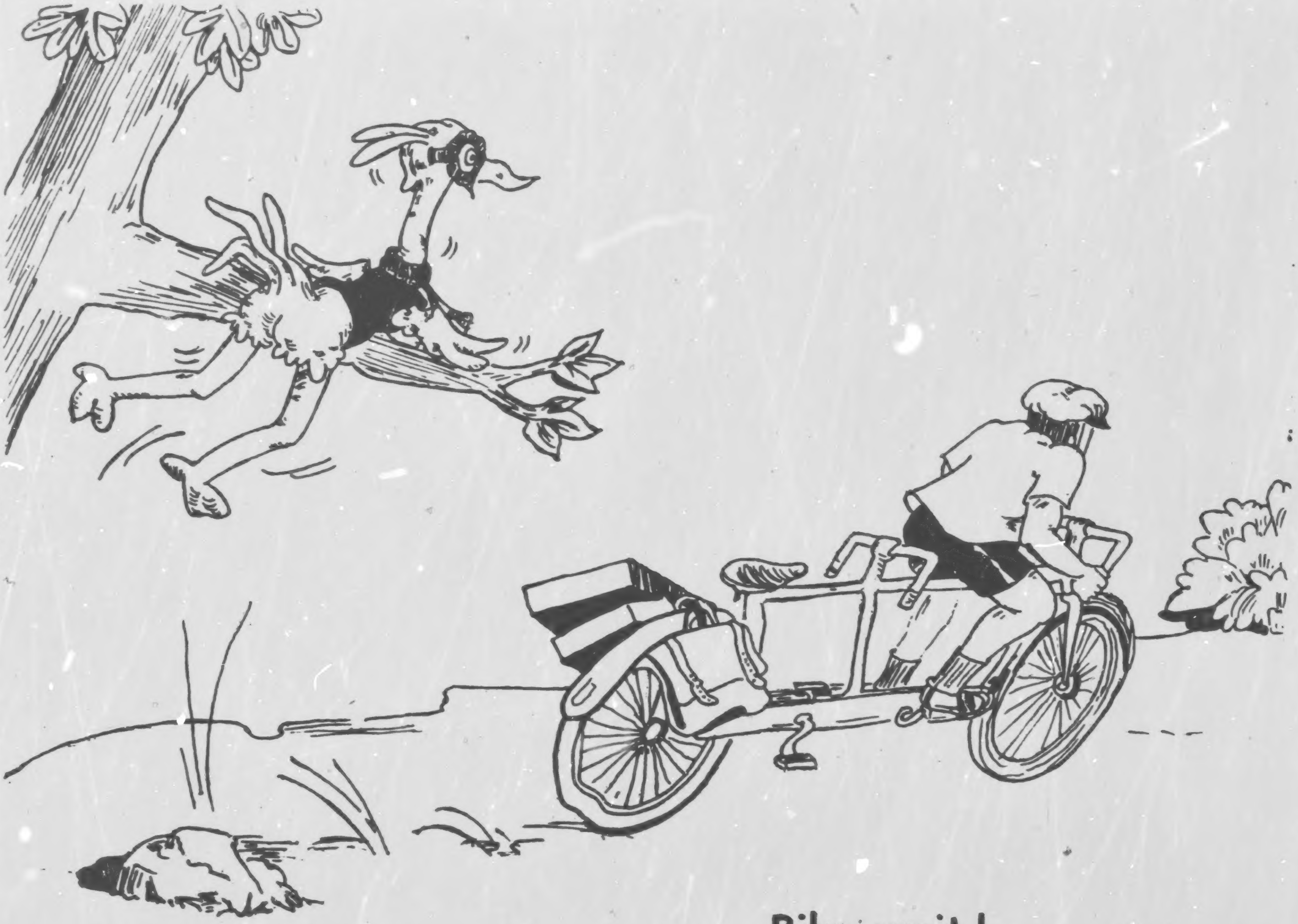
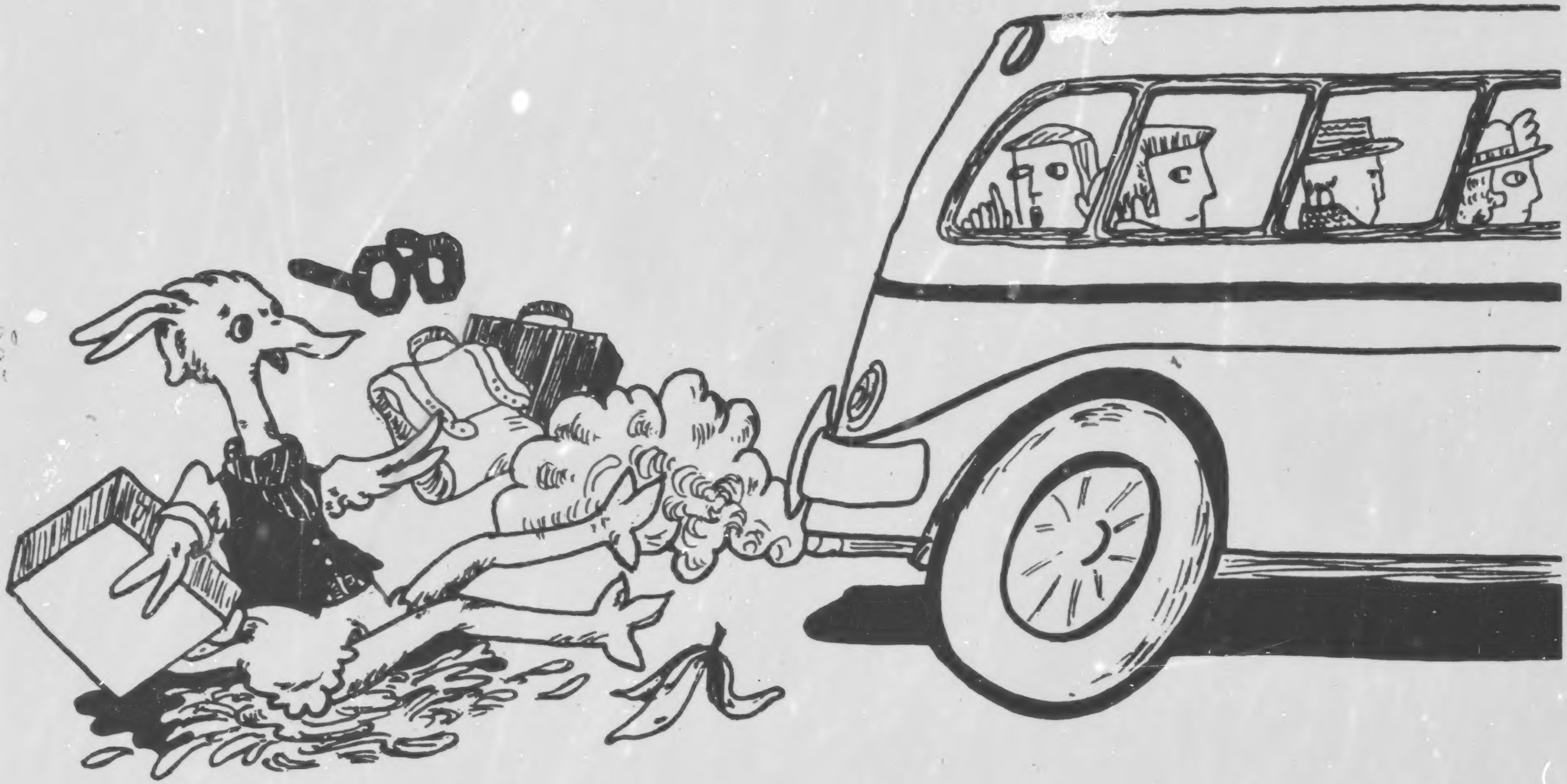
Rudy is taking a trip.

Hurry, Rudy!

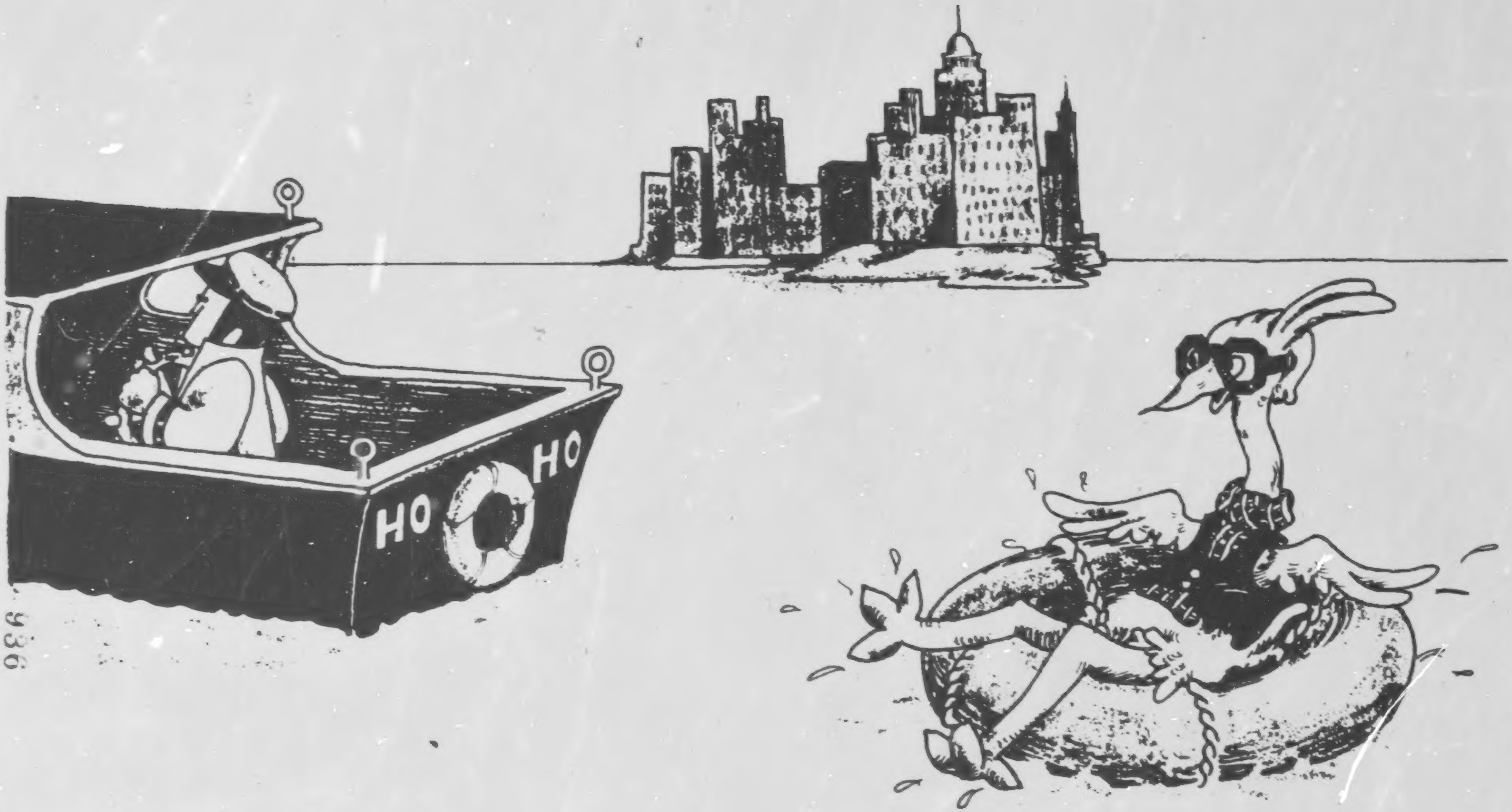




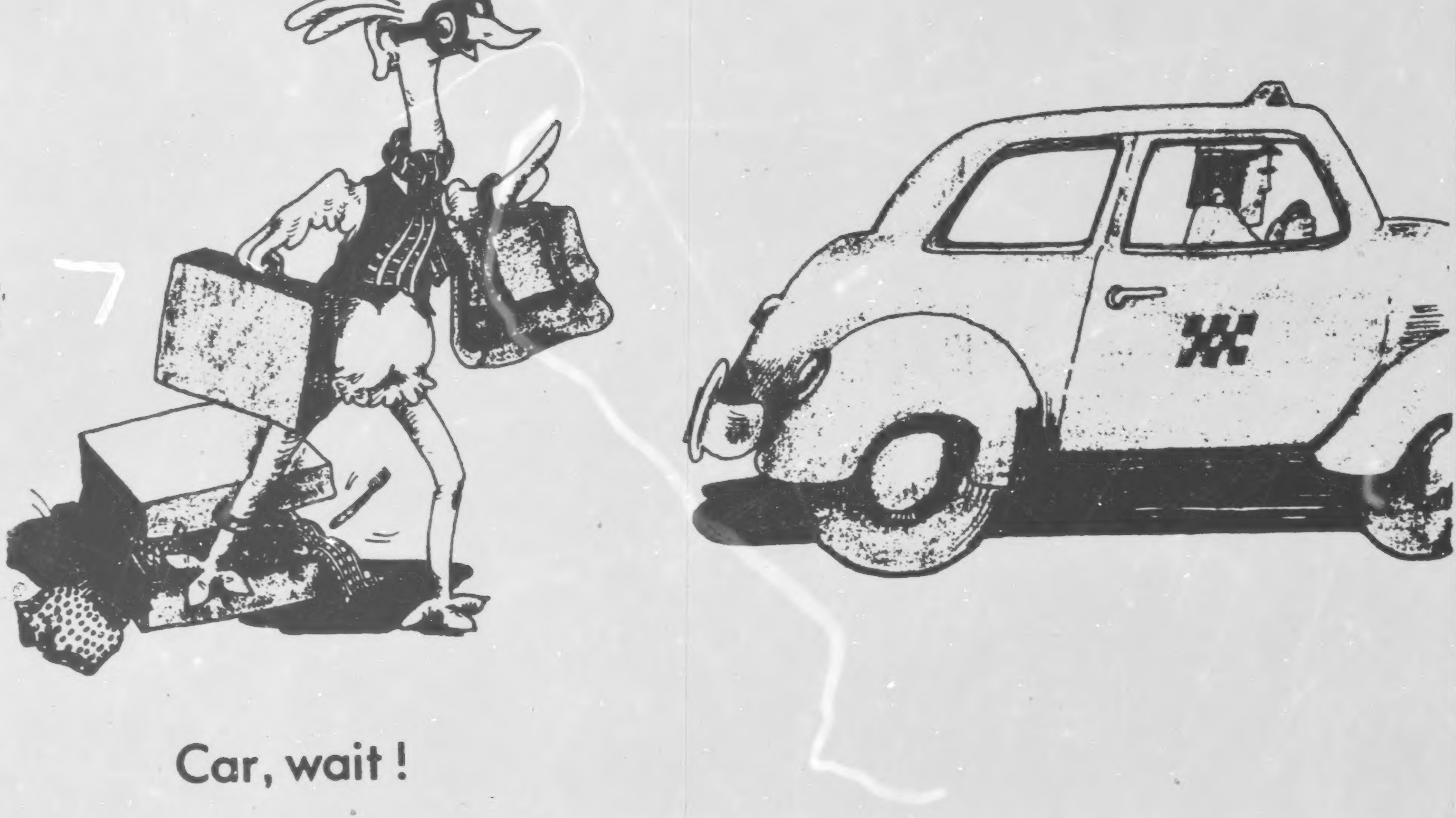
Bike, wait !



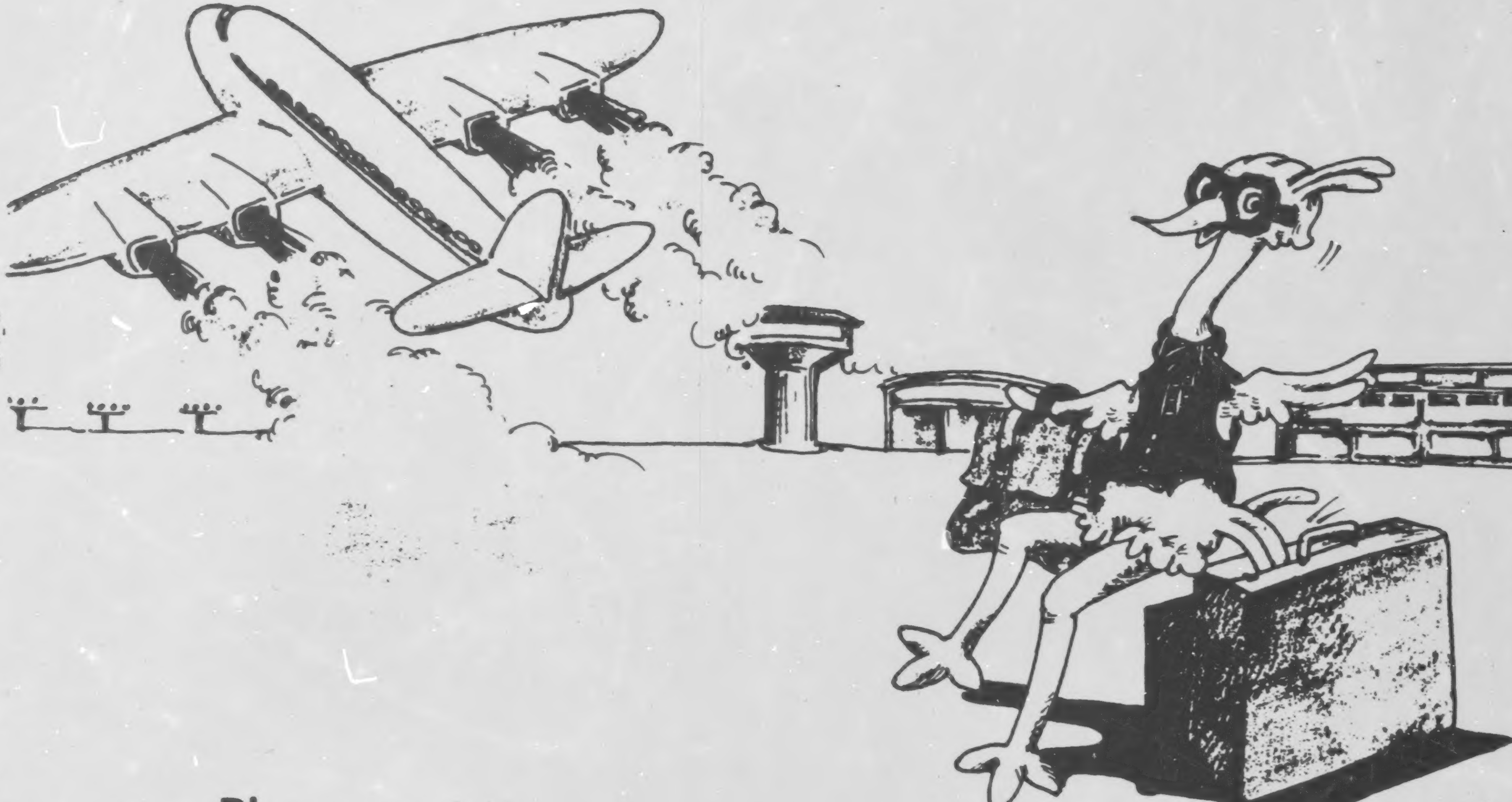
Bus, wait !



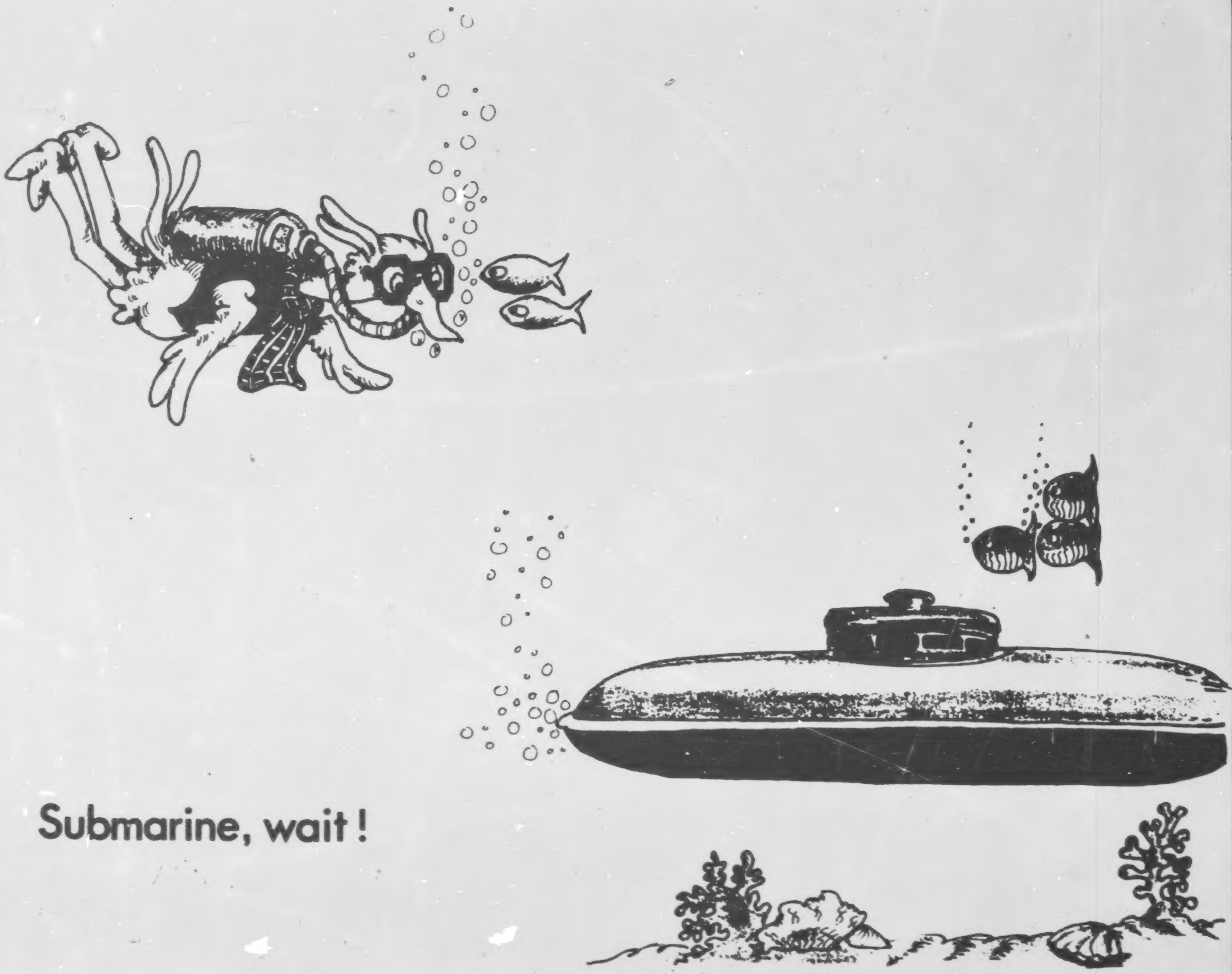
Boat, wait !



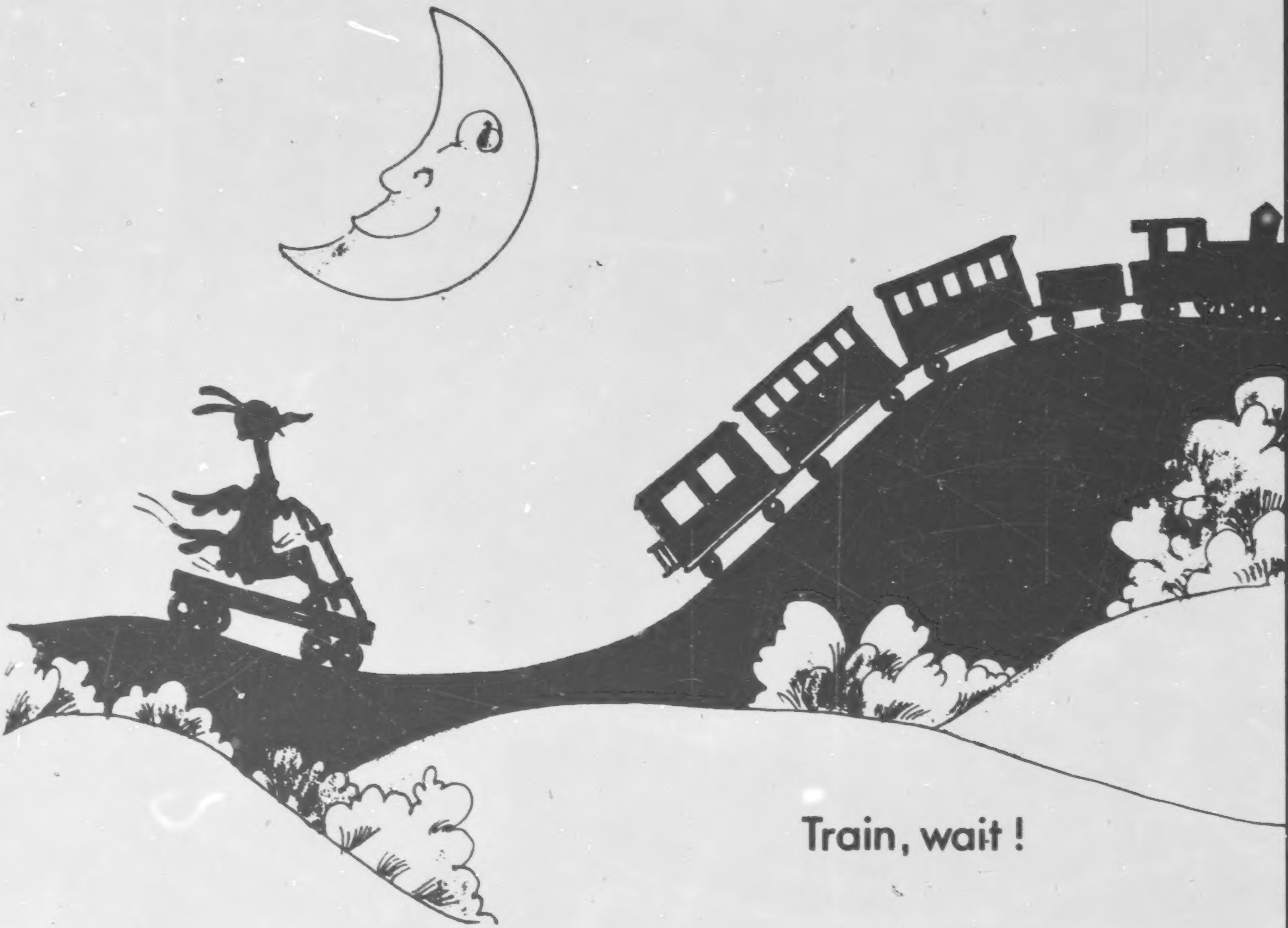
Car, wait !



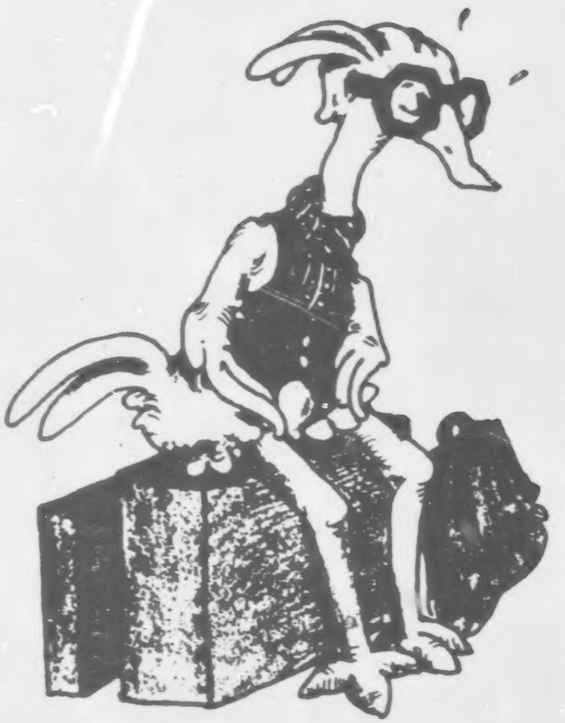
Plane, wait !



Submarine, wait !

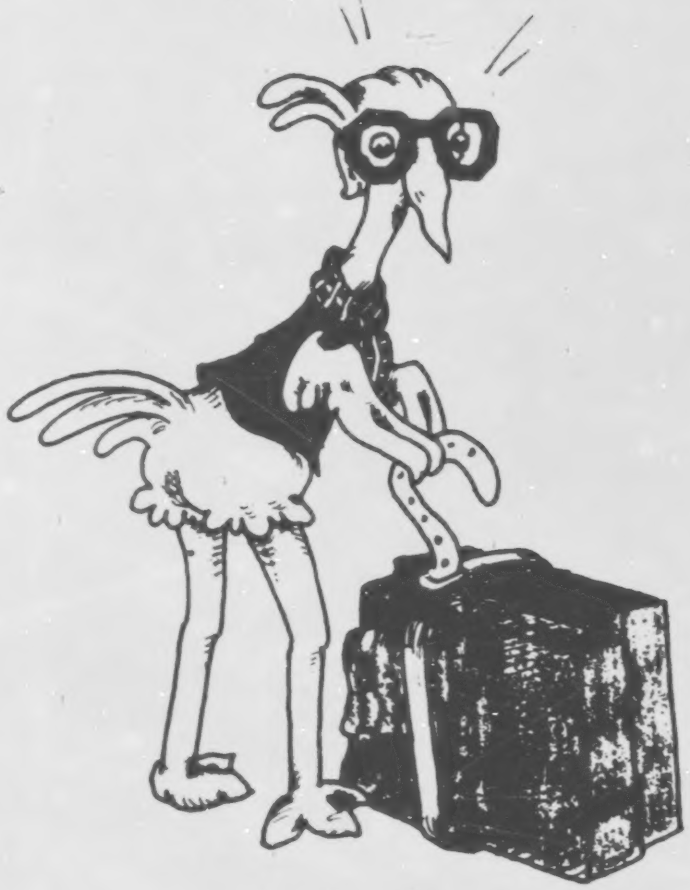


Train, wait !

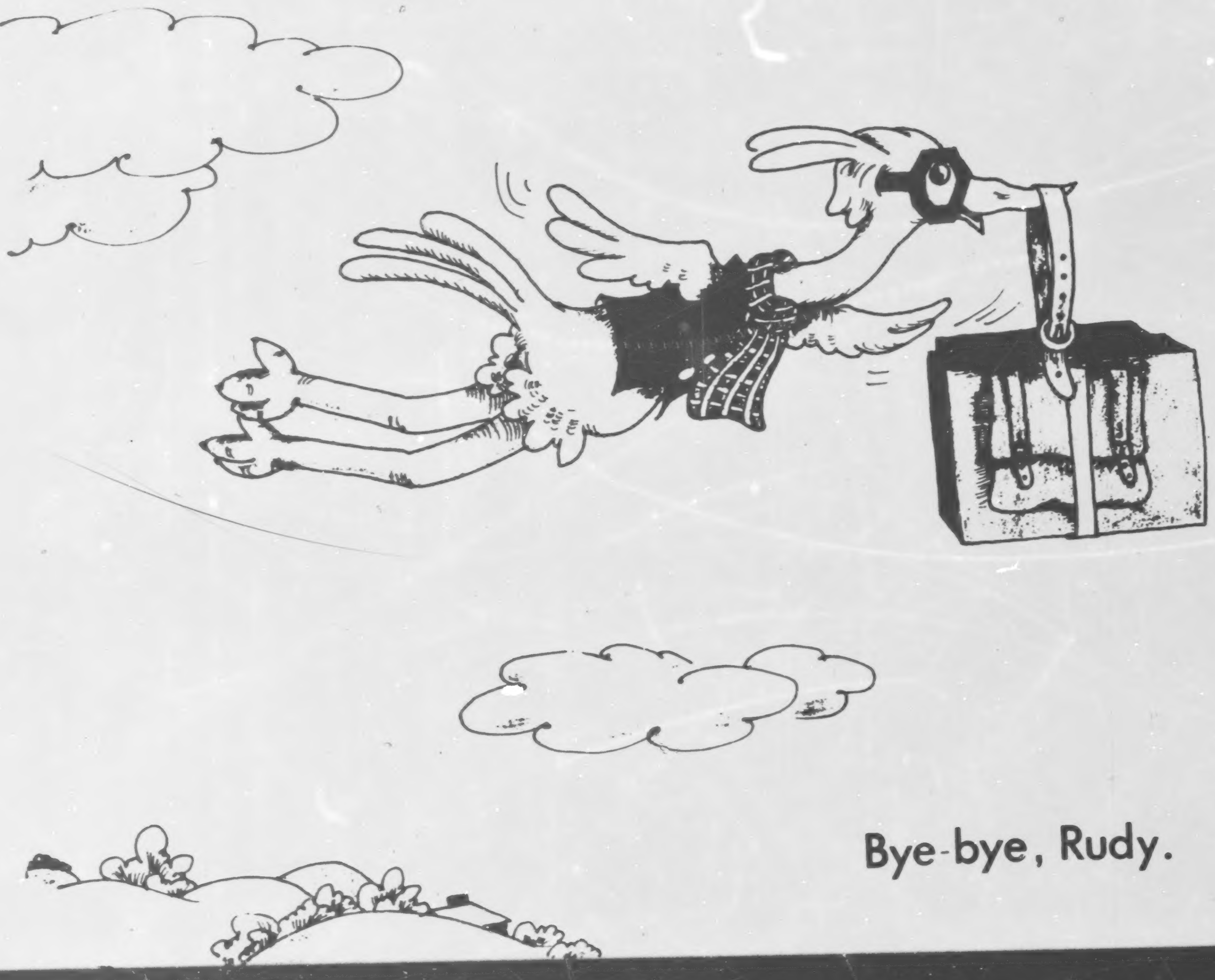


Rudy, Rudy!

How will you go?



I know!



Bye-bye, Rudy.

A STUDY OF

ETHNIC REPRESENTATION IN ILLUSTRATIONS AND SUBJECT AREA RELEVANCE TO ENVIRONMENT OF ELEMENTARY SCHOOL TEXTS

Prepared by a Select Committee
of the
Cadwalader Parent Teacher's Association

Patricia Simms, President

Elizabeth Harrison
Jerry Eure
Gregory Simms

March 15, 1967

A STUDY OF ETHNIC REPRESENTATION AND ENVIRONMENTAL RELEVANCE OF ELEMENTARY SCHOOL TEXTS IN THE CADWALADER SCHOOL OF TRENTON, NEW JERSEY

Educators and psychologists have long been aware of the damage being done by inappropriate materials used in the classrooms. In this area, the potential for mischief would appear to rival the potential for good.

Some years back the struggle was successfully won to get materials that were insulting, humiliating, and derogatory out of the classroom. Generally speaking, our school libraries (in the North at least) do not any longer include the likes of "Little Black Sambo", "Nicodemus", and "Frawg". Older parents and teachers will remember the arguments used by those who wanted to keep this type of material in use. "It's art." "Harmless caricatures." "Not really bad." When these arguments failed, the die-hards always could rely on "the cost of replacing the materials" as a last resort.

There can be no doubt that generations of students were given a grotesque picture of some of their fellows. Minority and non-minority group members were being taught, slowly but surely, how not to communicate effectively. Minority group youth, insulted and offended by teacher, fellow student and textbook alike, rarely submitted to the educational processes for any longer than the law (or ambitious parents) absolutely required.

And, lastly, the educational processes of all the children was adversely affected by the use of these materials, so irrelevant to the experience and environment of the youngsters.

By and large, this defect has now been corrected. Few educators are callous or crass enough to torture and miseducate their young charges so grossly. The humiliating, insulting, and grotesque has, generally speaking, been rooted out of our system insofar as materials being used.[1]

We now enter a phase in which educators, publishers, teachers, and parents will need to be aware of the "silent destroyers" in our texts. This study intends to bring into focus two of these.

Silent Destroyer Number One: Environmental Irrelevance Children tend to accept what they are taught. When there is a consistent, great dichotomy between their own, familiar home and family environment and the ones they see depicted in their texts, it inevitably undermines their security and confidence in their own, personal situation. Vocabulary learned at school needs to be reinforced at home for most effective learning. But if the vocabulary taught to the inner-city child relates mostly to a rural or suburban environment, he will rarely have the opportunity to use these words with his peers and family in the out-of-school setting.

Silent Destroyer Number Two: Ethnic Representation Texts which fail to show clearly a multi-colored social system are quietly doing a destructive brain-washing of enormous import. Minority youth are subtly being told that they "don't exist"; that somehow or other they and their families are not normal or they don't belong. Non-minority group youth (particularly in non-integrated communities are not being prepared to compete with or to accept in a healthy way these other human beings.

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[1] The Trenton Times of January 14, 1967 does report that a local theater director could see "nothing wrong" with reviving "Green Pastures" by Marc Connelly in the summer Theater-in-the-Park. His most verbal champions claim the 1929 comedy is a "work-of-art".

Fred Hechinger in the New York Times could have been talking about this type of text when he wrote that "the minds of children are conditioned so that ultimately the inventions of the underground come to be accepted as historic facts."[2] Or, as another writer puts it, "She (the teacher) must also make a point of seeking out many sorts of materials that will change the prevailing classroom atmosphere which tells the child he lives in an all-white world; for a Negro child this white world says that he is worthless; to a white child it says that he is superior and to both children these concepts are not only unrealistic but psychologically damaging."[3]

We wish you would read that last statement over again and mentally underline is the last twelve words. The full impact of this study will have been tragically missed if parents and teachers assume we are talking basically to slum ghetto schools. We are not. It is entirely possible that the most serious damage is being done to the suburban youngster from the middle or upper-income home, who will in no healthy way be prepared to function in this democracy that is so rapidly evolving.

THE STUDY

At the urging of a problem-finding panel of parents (in a general meeting of the PTA in November, 1966), the Executive Committee began discussions during regular meetings leading to this study.

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[2] F. Hechinger, New York Times, November 20, 1966.

[3] Katherine Baxter, "Negroes in the School Curriculum", Suggestions for Teachers, Grades K-12, Upper Merion Fair Housing Council, October, 1966.

A two-man sub-committee paid a visit to the school and visually surveyed the first grade textbooks. Both the principal and the school's reading specialist were present and cooperative. It was then proposed by the committee that all the books from each of the six grade levels (K-5) be studied.

The books from one or more grades were made available to the committee on successive Fridays and were returned to the principal's office the following week. Two other parents were added to the original group to conduct the actual survey. The questionnaire form (see Appendix I) was designed by two members of the committee with the consultation and advice of staff members of the New Jersey Community Action Training Institute. The survey of each book took an average of 10-15 minutes to complete. The final report was reviewed by the Executive Committee members and the staff of the Cadwalader school prior to publication. Comments or exceptions to this report have been included, where appropriate, but neither the report itself nor the data herein has been either amended or abridged.

OBJECTIVES

1. To examine the illustrations in each text in order to ascertain whether they are multi-ethnic, and to what extent percentage-wise.
2. To determine whether these books, if multi-ethnic, provide desirable role-models for minority group youngsters in those authority figure illustrations.
3. To determine the relevance of the story and subject matter to the community environment.
4. To determine an approximation of the relevance of the vocabulary introduced to the community environment.

FINDINGS

A total of 49 volumes was examined by the committee. These represented all six grade levels, from kindergarten through fifth grade, in the Cadwalader school. While the books in this study are limited to the texts that are in use in the classrooms at Cadwalader in the 1966-67 school year, there is a strong possibility that a survey of nation-wide scope would yield identical results.

Of the 49 books under consideration, 31 were reading books, 10 arithmetic texts and workbooks, and 8 dealt with other subjects, such as science, history, and spelling.

The findings are as follows:

1. Of the 49 books that were surveyed, the illustrations in 36 of them were not in any way integrated. Five of the volumes were multi-ethnically illustrated. The remaining eight texts were part of the American Book Company series which is available at Cadwalader in two editions. The later (Anniversary) edition has been revised to the extent of "coloring in" the faces of some of the figures. The text has not been changed. One examination of a set of Volume V (Around the Green Hills) of the series in one of the classrooms revealed that of the 13 copies available to the class, only one was from the later edition. It was no doubt that this single copy was included among the "representative" materials to be surveyed by the committee.

In the non-reading materials, there were four volumes that were multi-ethnically illustrated. We use the term advisedly here, since only 3 or 4 out of the hundreds of illustrations depicted integrated groups.

In the American Book Company's Anniversary edition about half of the illustrations are multi-ethnic. The single example of the Bank Street Readers, "Around the City", had about 75% of its illustrations multi-ethnic.

2. Of the thirteen volumes that were multi-ethnically illustrated (in one edition at least), five depict policemen, teachers, or similar authority figures as role models for minority youngsters. This occurs, however, in only a very few of the illustrations.

3. Relevance of the subject matter to the environment was estimated as very relevant (70% to 100%), fairly relevant (40% to 70%), or irrelevant (less than 40%). The material in three of the 49 volumes was not considered applicable to this evaluation. The remaining 46 volumes fall into these categories:

Very relevant ----------- 3
Fairly relevant --------- 26

4. Relevance of the vocabulary to the environment was determined according to the approximate percentage of words used in each volume that relate closely to the reader's environment. Only 34 volumes of the 49 volumes are included in the following tabulation, again for reasons of applicability.

85% to 100% ------------- 21
70% to 87% -------------- 7
50% to 70% -------------- 5
50% or less ------------- 1

CONCLUSIONS

On the basis of these findings, it is clear that the materials presently being used at all levels in the Cadwalader school are highly unsatisfactory in respect to both illustrative and subject matter.

Including the American Book Company's Anniversary Edition of which, apparently, only a handful of copies are available for classroom use, only 13 out of 49 textbooks (27%) are multi-ethnically illustrated. And visits to classrooms indicate that a much smaller percentage of such materials is actually being used by the individual students. In five of the above-mentioned 13 volumes, the number and quality of these illustrations is such that one suspects they have been included solely to satisfy demands such as ours, at the same time as not to "rock the boats" of conservative groups.

Only three of the 46 volumes considered in the study on subject relevance were adjudged "highly relevant" to the environment of the reader - the inner-city child. It would seem imperative that the materials currently being taught at Cadwalader, and indeed all over the country, be looked at long and hard, regarding their suitability for this day and age. What percentage of our youngsters still lives in a big, white house, with sweeping, green lawns, and a picket fence? How many have gone horseback riding or visited the circus? It is high time the publishers of educational materials re-evaluate their material and begin with all due haste to bring them up to date.

This applies equally to texts in all fields, not only reading. The arithmetic workbook, for example, pictures a series of red, green, blue, and yellow balloons, birds, blocks, or what-have-you. Why are the faces of a similar series of children all the same color? A typical science textbook pictures a group of children involved in a class experiment. Why do they not look like a typical inner-city group of youngsters?

The vocabulary used in the majority of texts under consideration was found to be quite satisfactory in its relevance to the everyday world of the readers. One can reasonably anticipate that, as textbooks are improved with regard to their illustrative and subject matter, their vocabularies will be updated, where necessary, at the same time.

To the writer who says, "The slipshod quality of educational materials is an appalling fact for which teachers are primarily responsible. Dick and Jane have been, and still are white, middle-class and suburban... Teachers have not acquainted themselves with Negro history and have not insisted that textbooks include the Negro. In fact, teachers are frequently too haphazard in ordering any textbook."[4] - we would wish to add that, although educators are primarily responsible for the inferior quality of teaching materials in our schools today, parents, public officials, and publishers are also woefully culpable in this respect, and should be held equally responsible for this shabby fact.

RECOMMENDATIONS

Therefore, having considered the facts as presented above, we of the Executive Committee of the Cadwalader PTA do make the following recommendations to the appropriate authorities, and we do urge all responsible citizens to render support to their efforts to accomplish the same:

1. That the purchasing authority for the Trenton and Mercer County schools do not purchase any books from henceforth without responding first to the concerns expressed in this study. That this committee or some similar group, sensitive to the problem, be consulted before any materials acquisition be consummated. And that any books now on order be stopped until such materials can be reviewed for their appropriateness prior to their acquisition.

2. That all books and materials now owned and used by the schools which are found, after study by a competent committee to be inadequate, be discarded immediately and replaced by acceptable materials without regard to the cost of suce replacement. Where materials are not available, it is to be encouraged

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[4] Miles Myers, "The Role of the AFT in School Desegregation", Changing Education, Fall, 1966.

to create their own more perfect substitutes for these inappropriate materials until such materials become available.

3. That this report in its entirety be presented to publishers of educational materials by the Trenton Board of Education with its accompanying and appropriate comments.

4. That the Trenton school officials establish a training process for school staff and teachers in the development and use of more appropriate materials.

5. That the United States Commissioner of Education take whatever steps necessary, including direct publication, to stimulate the publishing of materials which are relevant and effective for youth in the urban setting.

6. That the U.S. Commissioner of Education be urged to accept complaints where such materials are used and to consider said use to be in violation of the Civil Rights section of the various Education Acts and to be evidence of de-facto discrimination. And that the Commissioner should withhold the support of Federal funds unless an appropriate program to correct this situation be initiated.

7. That the U.S. Commissioner of Education study those purchases of materials made with Title I funds (or other funds where relevant) to see if they are materials of an appropriate nature for more effective classroom use. And that he establish a list of such materials and a program to encourage their use in the schools of this country.

8. That local parent-teacher groups, civil rights groups, teachers' organizations and other citizen groups similarly study the materials and curricula in their own systems at all levels and help design programs to correct whatever faults may be found.

9. That publishers of educational materials be encouraged to refurnish the schools with materials of a more satisfactory nature. In this sense it is understood that any "segregated" materials or courses, whether all "white" or all "Negro", are equally bad and unacceptable. We specifically urge that texts depict both American history and contemporary society realistically and provide children in the classroom with simulations of experience that are complete and accurate.

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Trenton Times, January 14, 1967.

CLASSROOM MATERIALS SURVEY

Title ____________________ Volume ____________

Publisher ____________________ Year of Publication ____________

Classroom(s) using book ______________________________

Subject ____________________ Surveyor's Name ____________

____

Date ____________

Type: Storybook ____________________

Textbook ____________________

Workbook ____________________

Supplementary material ____________________

Manner of presentation: (check as many as apply.)

Stories ____________________ Questions ____________

Illustrations ____________________ Supplementary exercises ______

For student unassisted ______________________________

Requires presence of teacher ______________________________

Vocabulary presented: (see list at the end of the book.)

Number of new words ____________

Relevance to environment: 85 - 100% ____

70 - 85% ____

50 - 70% ____

50% or less ____

Relevance of subject materials (where applicable)

Are the subjects presented in the book, ideas with which the child who will use it likely to be familiar?

Very relevant (70 - 100%) ______
Fairly relevant (40 - 70%) ______
Irrelevant (less than 40%) ______

Are the illustrations multi-ethnic? Yes ____ No ____

If yes, what percentage of the illustrations are multi-ethnic?

50% or more ______________________________ Less than half ______________________________

If yes, do they depict integrated social groups? Yes _____ No _____

Do they depict minority group members in positions of authority? (Policemen, teachers, etc.) Yes _____ No _____

Are there materials which will privide the child with an understanding and appreciation of minority group history and culture? Yes _____ No _____

If yes, are these materials adequate in quantity and quality? Yes _____ No _____

Additional comments on general impressions of book, its overall attractiveness, effectiveness, etc.

APPENDIX II

Books Used in the Survey

Adventuring in Science, Ginn and Company, 1961
All in a Day (text and workbook), American Book Company, 1965
Along Friendly Roads, American Book Company, 1965
American Adventures, American Book Company, 1965
Around the City, MacMillan Company, 1965
Around the Corner, Ginn and Company, 1961
Around the Green Hills (text and workbook), American Book Company, 1965
Basic Spelling Keys, J. B. Lippincott Company, 1963
Beyond Treasure Valley, American Book Company, 1965
Come with Us, Ginn and Company, 1959
Conquests in Reading, McGraw Hill, 1962
Exploring New Jersey, Follett Publishing Company, 1964
Exploring the New World, Follett Publishing Company, 1962
Fields and Fences, Allyn and Bacon, Inc., 1965
Friends Far and Near, Ginn and Company, 1961
Fun for All, American Book Company, 1963
Growth in Arithmetic, Harcourt, Brace and World, 1962 and 1963
Making Sure of Arithmetic, Silver Burdett Company, 1958
Modern Arithmetic through Discovery (Beginner's book, Volumes I, II, and III), Silver Burdett Company, 1963-1965
My Little Blue Story Book, Ginn and Company, 1961
My Little Green Story Book, Ginn and Company, 1961
Numbers We Need, Ginn and Company, 1959
On Cherry Street, Ginn and Company, 1961
On Our Way (text and workbook), American Book Company, 1965
One by One, Harcourt, Brace and World, 1962
Open the Gate, Ginn and Company, 1959
Our New Land, Row, Peterson and Company, 1958
Ready! Go!, American Book Company, 1965
Roads to Everywhere, Ginn and Company, 1964
Science Near You, Ginn and Company, 1961
Spelling for Word Mastery, Charles E. Merrill Books, Inc., 1963
The Community Where You Live, Allyn and Bacon, Inc., 1961
The New People and Progress, Scott, Foresman and Company, 1962
The Little White House, Ginn and Company, 1961

Time to Play (text and workbook), American Book Company, 1965

Trails to Treasure, Ginn and Company, 1961

Two by Two, Harcourt, Brace and World, Inc., 1962

Under the Apple Tree, Ginn and Company, 1959

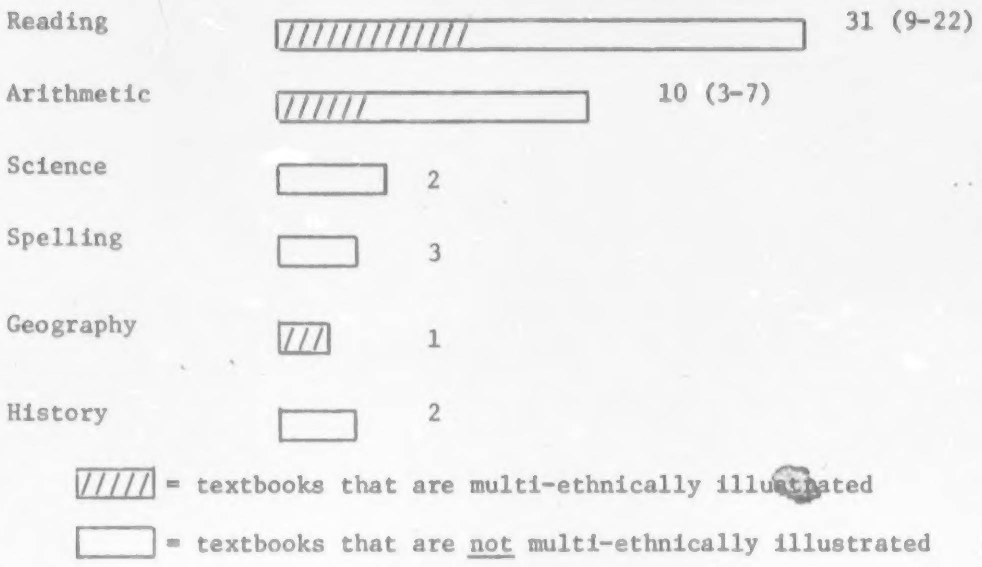
Up the Street and Down (text and workbook), American Book Company, 1965

We Are Neighbors, Ginn and Company, 1957

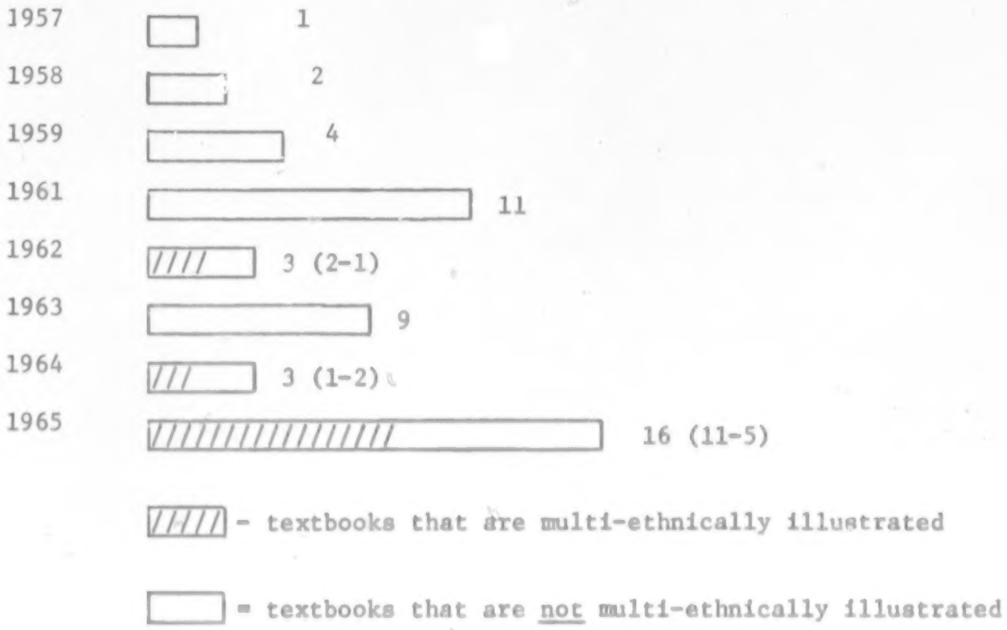
APPENDIX III

Tables

1. Multi-ethnicity of Texts by Subject



2. Multi-ethnicity of Texts by Year of Publication



3. Multi-ethnicity of Texts by Publisher

Name of Publisher	Illustrative Yes	Multi-Ethnicity (Number of Each) No
MacMillan	1	0
McGraw Hill	0	1
Row, Peterson and Co.	0	1
Scott, Foresman	0	1
Follett Publishing Co.	1	1
Charles E. Merrill	0	2
Allyn and Bacon	0	2
Harcourt, Brace and World	0	4
Silver Burdett	3	2
American Book Company	8	5
Ginn and Company		16
J. B. Lippincott	0	1

4. Subject Matter Relevance by Publisher

	Degree of Subject Relevance		
	70-100%	40-70%	40% or Less
MacMillan Company	1		1
McGraw Hill			1
Scott, Foresman			1
Follett Publishing Co.			1
Charles E. Merrill			2
Allyn and Bacon		1	1
Harcourt, Brace and World		1	3
Silver Burdett	1	2	2
American Book Company		10	3
Ginn and Company		10	5
J. P. Lippincott			1

Note: In the above study, only 46 of the 49 texts were used, since some (such as spelling books) were not applicable to such a study.

END